

**TEACHER AND PUPIL FACTORS AS CORRELATES OF READING ACHIEVEMENT
AMONG PUBLIC PRIMARY SCHOOL PUPILS WITH DYSLEXIA IN THE MINNA
METROPOLIS, NIGERIA**

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CERTIFICATION

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DEDICATION

This study is dedicated to: Late Professor Ibrahim Adamu Kolo who set me on the page of tertiary education. May Allah forgive his short comings and bless his entire household.

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Abstract

Reading achievement is the ability to apply reading skills efficiently for success in academics and daily activities. However, Pupils with Dyslexia (PswD) often experience severe difficulties in reading in comparison to their peers without dyslexia, despite having comparable level of intelligence. Evidence has shown that PswD in the Minna Metropolis have low reading achievement, resulting in poor performance in school subjects. Previous studies focused more on the interventions and socio-demographic factors that can improve reading achievement of PswD than on teacher and pupil factors. This study, therefore, investigated the influence of teacher factors — Self-efficacy (SE), Job Satisfaction (JS), Teacher Expectations (TE), and pupil factors — Self-esteem (Sem), Home Background (HB) and Attitude towards Reading (AtR) on reading achievement among PswD in the Minna Metropolis, Niger State, Nigeria.

The study was hinged on the Barlett's Schema and Bandura's Self-efficacy theories, while the sequential mixed methods design (QUAN+qual) was adopted. The multi-stage sampling procedure was utilised. The three Local Government Areas (LGAs) in the Minna Metropolis were enumerated. The simple random sampling technique was used to select 27 public primary schools (nine from each LGA). The purposive sampling technique was used to select 254 PswD and 59 teachers. The instruments used were Slosson Intelligence ($r = 0.86$), Reading Achievement ($r = 0.65$) tests, Niger Reading ($r = 0.90$), Minnesota Satisfaction ($r = 0.83$), Reading Attitude ($r = 0.70$), HB ($r = 0.73$) questionnaires; Teacher Expectations ($r = 0.85$), Teacher SE ($r = 0.94$) and Rosenberg Self-esteem ($r=0.79$) scales. In-depth interviews were conducted with 10 experienced teachers of PswD. The quantitative data were analysed using Pearson product moment correlation and Multiple regressions at 0.05 level of significance, while the qualitative data were content-analysed.

The PswD age was 13.34 ± 2.22 years and 50.8% were male. The SE ($\bar{x} = 4.05$); JS ($\bar{x} = 3.39$); TE ($\bar{x} = 4.05$) were high against the threshold of 3.00, while Sem ($\bar{x} = 2.96$) and AtR ($\bar{x} = 2.97$) were also high against the threshold of 2.50. There were significant positive relationships between TE ($r = 0.41$), SE ($r = 0.39$), AtR ($r = 0.31$), JS ($r = 0.25$), Sem ($r = 0.14$) and the reading achievement of PswD. There was a significant joint contribution of SE, JS, TE, Sem, AtR and HB to the reading achievement of PswD ($F_{(6; 257)} = 21.91$; Adj. $R^2 = 0.33$), accounting for 33.0% of its variance. The AtR ($\beta=0.38$), TE ($\beta=0.32$), SE ($\beta=0.25$) and JS ($\beta= 0.03$) had significant relative contributions to the prediction of reading achievement of PswD. The paucity of special education teachers, insufficient teaching materials, inappropriate teaching strategies, population explosion in schools and poor management of PswD were major reasons for the low reading achievement of PswD in the Minna Metropolis, Nigeria.

Pupils' attitude towards reading, teachers' expectations and self-efficacy influenced the reading achievement of pupils with dyslexia in the Minna Metropolis, Nigeria. Stakeholders should focus on these factors to improve reading achievement of pupils with dyslexia.

Keywords: Reading achievement, Pupils with dyslexia in Minna Metropolis, Pupil reading attitude, Teacher self-efficacy

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Ability to read is an acquired skill which involves being able to decode written material and unlock the meaning therein. Learners acquire basic reading skills that facilitate later development of the capacity to comprehend written texts. Reading is the process of looking at written letters symbols, signs and understanding the meaning of them. Reading is one of the four main language skills alongside speaking, listening and written. Reading is a task which encompasses the brain, eyes, and the mind to work together to perceive, digest, analyze, reason, interpret, and integrate information. Reading is usually the third language skill that we learn in our native language – which usually comes after listening and speaking.

However, reading is a complex process that requires numerous underlying skills (Fuchs, Fuchs, Hosp and Jenkins, 2001). Reading entails the ability to decode printed words, as well as word identification, fluency, comprehension, and vocabulary (Lazarus, 2009). When a good reader reads, it appears intuitively simple. A reader requires ability to recognize letters and sounds, ability to put these sounds together to produce a coherent unit of language (word recognition) and expression with such rapidity and intonation similar to a conversation (fluency). Even having attained fluency, a reader must bring understanding of the string of words in a synthesis that yields meaning (comprehension). This requires tapping into the reader's background knowledge and vocabulary.

Pupils that read wide acquire more vocabulary and this enhances their language facility. Reading could be characterized as a cognitive process that combines symbol decoding with meaning construction or expression. It serves as a tool for language learning, communication, and the exchange of ideas and knowledge. Similar to other languages, it entails intricate relationships between the text and the reader that are influenced by the reader's prior knowledge, life experiences, attitude, and the language community, which is situated in a specific culture and society. Reading could also be an interpretation of something that is written or printed, it is what you look at, interpret and say out loudly. It also means to interpret something in a way that conveys a particular meaning or idea as well as logical process of understanding a written linguistic message.

When a reader reads, his or her eyes take in the written symbols, letters, and punctuation, and the brain translates them into the words, sentences, and paragraphs that convey the meaning.

In a world that is increasingly dominated by the written word, ability to read has increasingly become a most valuable skill. Adeyinka (2018) argued that at the primary school level, reading instruction is aimed to ensure that all pupils in the environment of learning, regardless of their intellectual capacity, should be capable of reading and able to communicate successfully. The need for this functional literacy begins to be felt first in the world of school where all academic works are presented in form of texts to be read and understood. Also, it can be read and used for some further works. Reading is therefore, an essential skill that is required by every pupil for success in school and other facets of life. The future of a child's education and career may be significantly impacted if they do not develop foundational reading abilities during their elementary school years.

Reading is a prerequisite for all other forms of learning. There is need for pupils to acquire functional literacy to enable them to read texts without difficulty. Developing facility in this key skill is a most important requirement of every school. That is why stakeholders, educationists, educational authorities, parents and teachers have shown significant concern on reading. The concern has been to develop in pupils, the ability to sight, parse and decode text fluently with the understanding of what the text represents and hopefully to enable the pupils use this understanding to effect some actions useful to an individual and the society at large.

Pupils' academic achievement depends on their ability to read. Igbokwe, Obidike, and Ezeji (2012) reaffirmed the importance of reading as a tool for continuous development. For everyone to succeed in life, it is critical to cultivate the fundamentals of reading and a reading culture. Many individuals in the society appear to have obtained certain educational qualifications but upon interaction with them it is lucid that they lack foundational literary skills. Such individuals struggle with reading tasks despite efforts made by their teachers to educate them. At the primary school level, there are many pupils who manifest difficulties in reading and learning or struggle to read and learn. This study is borne out of the concern to explore teacher and pupil factors that could affect the reading achievement of pupils with dyslexia.

Reading achievement is the result of test of pupils which show their attainment and it is represented with scores to show their information in the reading test. It is the

quantification of a pupil's ability to read a text fluently, understand the content as well as comprehend the message or what the text communicates. A careful look at Nigerian schools shows that the reading achievement of pupils is low (Lazarus and Kehinde, 2015). The challenge of low reading achievement is not limited to Nigeria it appears to be in many parts of the globe. Reading achievement of pupils with learning disabilities is low compared to that of their peers without learning disabilities (Osisanya, Lazarus and Adewumi, 2013).

Reading as a skill is one of the most essential skills in an ever-evolving modern society that allows a person to flourish and survive. Despite this, Brown (2019) submitted that a number of pupils in Nigerian schools have not acquired basic reading skills. This is a challenge to every stakeholder in the field of reading instruction. Reading difficulties present serious and potentially lifelong challenges on reading achievement. Pupils who have trouble reading are more likely to have bad grades, leave high school early, become parents while still in their adolescent years, or be involved with the juvenile justice system. Most of these pupils who cannot read fluently could be described as pupils with dyslexia. Dyslexia is a learning disability that makes word recognition and fluent reading a challenge to some of the beginning readers. The pupils with dyslexia can be taught to be competent readers by special education teachers if their problems are identified earlier. However, the teachers ought to have the motivation and attitude to help the pupils attain reading proficiency. In efforts of teachers and educationists to make pupils learn to read or read to learn, enormous tools, techniques and pedagogy have been developed and deployed. Scholars with expertise in the field of reading have developed varying strategies such as phonics, look and say, language experience and digital reading programmes to foster reading skills in pupils and make them read better.

Reading is an ability no one can do without. Scholars such as Aarnoutse and van Leeuwe (1998) and Sanacore, (2002) asserted that it is becoming clear that teachers are not developing proficient readers who read with ownership, confidence and love of it. Here, both the teachers and pupils exhibit non-challant attitude towards reading which implies that importance has not been attached to read. Developing proficiency in reading is affected by many teacher and pupil factors. It is also intertwined with general academic underachievement. This is a challenge to all stakeholders who have concern for reading achievement in Niger State.

It is crystal clear that every school has a teacher who is employed to instruct pupils as well as promote learning in the classroom. The teacher of reading in the

Nigerian context is the teacher of English language or any teacher designated to teach reading. Teacher factor could be positive or negative. A teacher is the most valuable asset the pupil needs in the school environment. As the main instructor in the life of the pupils especially those with dyslexia need much attention from him or her and his/her interventions shape learning of the pupils (Lazarus and Akinbile, 2016). A self-efficacious teacher is one that is confident and believes that he/she can facilitate greater learning in pupils. It is the belief that the teacher has in his or her capacity, a conviction that gives a pupil confidence to acquire the expected learning outcomes. A teacher that does not have the prerequisite knowledge to teach at a particular level or lacks knowledge of how to use appropriate teaching methods will not be effective in promoting pupils' understanding of reading. This can make pupils to perform poorly in reading (Johnson, 2006). Lack of experience in teaching reading reduces a teacher's self-efficacy and performance in producing pupils with high achievement in reading. It appears our colleges/universities have not prepared graduates to teach reading using phonics strategies and primary school curriculum does not emphasis teaching reading using phonics strategies. So, many teachers cannot teach reading using phonics strategies. The popular method of teaching reading in our schools is the look and say "A for Apple" method. It involves rote learning of reading in which pupils are asked to look at pictures of objects and pronounce the written names. This is prevalent especially at the lower primary school levels.

Another teacher personal factor is teacher job satisfaction. No work can be done effectively without satisfaction (Nigama, Selvabaskar, Surulivel, Alamelu and Uthaya, 2018). Job satisfaction is an individual's complex attitude toward his or her job. Even in the communities where they work, teachers in Nigeria are despised (Azi and Augustine, 2016). When teachers are dissatisfied about their jobs, their efficacy and delivery will be negatively affected. A condition of this nature can compound the problem of dyslexia among primary school pupils.

Teachers' low self-efficacy, dissatisfaction at work, and curricula that do not lay emphasis on reading at the primary school level, coupled with lack of knowledge and experience in teaching reading, may disallow teachers from enhancing the reading achievement of PswD. The outcome of this situation manifests as low performance of pupils which in turns lowers teachers' expectations of better reading achievement of pupils. Teachers' expectations have been found to be a powerful influence on pupils' academic performance, including their reading ability (Guthrie and Wigfield, 2000).

Teachers who have high expectations from their pupils tend to create a positive learning environment that fosters growth and success, while teachers with low expectations may inadvertently transmit negative attitudes that limit pupils' potential (Brophy and Good, 1986).

The performance of pupils in reading has been demonstrated by research to be significantly impacted by teachers' expectations. Teachers who have high expectations from pupils as regards their reading ability tend to provide more challenging reading materials and effective instruction (Guthrie and Wigfield, 2000). In contrast, teachers who have low expectations from pupils as regards their reading ability may provide less challenging materials and less effective instruction which can contribute to low reading achievement of pupils (Lloyd, 2011). Moreover, teachers' expectations can also influence pupils' motivation and self-perception, which in turns can affect their reading achievement. Dweck (2000) opined that if a teacher believes that a pupil has the potential to perform very well in reading, they may provide more positive feedback and support, which can increase the pupil's motivation and self-confidence. Conversely, if a teacher has low expectations about a pupil, particularly concerning his or her reading ability, this may inadvertently communicate negative messages that can discourage the pupil and diminish his or her motivation (Frymier and Houser-Marko, 2005).

Apart from teacher factors, it is possible that pupil factors have some effects on pupil reading achievement. A pupil is one who is formally enrolled in a school. Some of the personal variables that may have an impact on reading achievement of pupils with dyslexia include their home environment, self-worth and attitude towards reading tasks. The teacher and pupil factors are actually reciprocal because one influences the other. Home environment without literacy artifacts and activities will not complement the best teacher's effort at getting pupils to read. A highly literacy enriched home environment may compensate for teacher's inadequacy in imparting literacy in the pupils. Pupils with dyslexia, particularly require more literacy enriched environment both at home and school.

Studies have shown that home background variables like parental involvement, socio-economic status, and access to reading materials can influence reading achievement of students with dyslexia significantly (Snowling and Hulme, 2011; Vellutino, Scanlon, Small and Fanuele, 2004). Students with dyslexia from homes with higher levels of parental involvement and access to reading materials tend to have higher reading achievement than those from homes with lower levels of parental involvement

and access to reading materials (Vellutino et al., 2004). Reading achievement is generally higher for dyslexic students from households with higher parental involvement as well as access to reading materials than for those from households with lower parental involvement and reading materials (Vellutino et al., 2004).

In addition, research has shown that students with dyslexia from lower socio-economic backgrounds tend to have lower reading achievement than those from higher socio-economic backgrounds (Shaywitz, Morris and Shaywitz, 1999). This is caused by things like lack of exposure to language-rich situations and restricted access to reading resources. Overall, while dyslexia is primarily a neurological condition, home background factors can have a significant influence on the reading achievement of PswD. Thus, it is requisite for educators and parents to work together to provide support and resources that students with dyslexia will need to succeed in their reading development.

Brown (2014) submitted that reading has a significant emotional influence due to affective factors. One of such affective factors is self-esteem of pupils. When students are confident in their academic abilities, they often think that good grades on tests and outstanding work will lead to personal rewards. However, students who are unconfident in their academic abilities anticipate receiving a low score even before they begin an exam or sign up for a course of study (Murk, 2006). Schunk (2000) and Hisken (2011) supported the aforementioned point of view that students with high self-esteem are able to finish academic assignments successfully while people with low self-esteem frequently give up when given assignments. This shows that resilient and adaptable behaviour were displayed by students with high self-esteem.

On attitude of pupils to reading, Donaldson (2010) supported the idea that pupils' attitude to reading and reading achievement are related. This scholar exhibited that there is existing relationship between reading attitude and achievement scores because it was found that pupils with greater performance scores had stronger attitudes about reading generally, and vice versa. Beers (2003) noted that pupils that have a bad attitude toward reading view reading differently. For those pupils, reading is merely "calling words," "saying words," or simply reading words on a paper. They prefer to pick their own books, but only from a limited selection because they lack the required information about the authors and library arrangement of books. Those pupils believe libraries are "too big" and have no idea where the best books are located. Consequently, they require assistance in selecting literature. Pupils including pupils with dyslexia that have bad attitude toward

reading think reading is uninteresting and they hate it. These statements shed more light on the suggested relationship between pupils' attitude to achievement in reading comprehension. This study, therefore, examined teacher factors (self-efficacy, job satisfaction, and expectation of pupils' performance in reading, and pupil factors (home background, self-esteem and attitude to learning) as they affect reading achievement among pupils with dyslexia in Minna, the study covered only public primary school pupils with dyslexia and their teachers.

1.2 Statement of the Problem

Reading has to do with scanning at combination of texts so as to make meaning out of it. The eyes are used in identifying written symbols, punctuation marks or gestures/body movement to deduce meaning from it. In most cases, reading is a way to learn a language, communicate, and share knowledge. Ability of a pupil to read is often times bedeviled by inability to combine texts and verbalise them aloud. This is as a result of certain challenges which range from pupil factors, teacher factors or home factors. The individual is the most potent force in any human event or phenomenon since they make things happen.

The pupils with dyslexia suffer difficulties with learning to read more than those without this disability. They do not learn the way or at the same pace with their classmates without disabilities. The basic symptoms of dyslexia in pupils include the manifestation of obvious difficulties when asked to read grade level texts. Several of the words in a text are difficult for pupils with dyslexia to read as average readers. Instead of pronouncing words automatically, they could stumble, guess, or try to sound them out, which results in poor fluency. These pupils often struggle with decoding words and they make a lot of errors when trying to figure out the sounds of unknown words. Failure to use decoding strategies leads to poor reading. The pupils with dyslexia produce inaccurate words even when they try to use letter –sound relationships to decode words. Dyslexia impairs decoding, and because of the laboured decoding, makes comprehension difficult. For a struggling reader with dyslexia, his or her reading is already impaired by dyslexia in the background. When other environmental factors that contribute to the problems with reading are factored in, the pupil has a steep hill to climb to read.

The study highlighted teacher factors such as self-efficacy, expectations of pupils' performance in reading, teacher job satisfaction and also pupil factors like attitude to reading, home background and self-esteem. It is the assumption that self-

efficacy, job satisfaction and teacher expectation of pupils' performance in reading as well as attitude, self-esteem, home background, of the teacher and pupils are likely to account more for the results obtained in the learning enterprise than best school settings and good home environment. In line with the foregoing, this study investigated teacher and pupil factors as correlates of reading achievement among pupils with dyslexia in the Minna Metropolis, Niger State, Nigeria.

1.3 Objectives of the Study

The specific objectives of the study are to:

1. examine the levels of teacher self-efficacy, job satisfaction, expectation of pupils' performance in reading, pupil home background, self-esteem and attitude to reading among pupils with dyslexia in the Minna Metropolis.
2. inquire into the combined influence of teacher and pupil factors (teacher self-efficacy, job satisfaction and expectation of pupil performance in reading) on reading achievement among pupils with dyslexia in the Minna Metropolis.
3. examine the individual contribution of each of teacher and pupil factors (teacher self-efficacy, job satisfaction and expectation of pupils' performance in reading, pupils' home background, self-esteem and attitude towards reading) to reading achievement among pupils with dyslexia in the Minna Metropolis.
4. investigate the connection between teacher factors (teacher self-efficacy, job satisfaction and expectation of pupils' performance in reading) and the reading achievement of pupils with dyslexia in the Minna Metropolis.
5. find out the relationship between pupil factors (pupil home background, self-esteem and attitude toward reading) and reading achievement of pupils with dyslexia in the Minna Metropolis.

1.4 Research Questions

This study answered the following research questions:

1. What is the level of:
 - a. teacher self-efficacy beliefs?
 - b. teacher job satisfaction?
 - c. teacher's expectation of pupil performance?
 - d. self-esteem among pupils with dyslexia in the Minna Metropolis?
 - e. attitude towards reading among pupils with dyslexia in the Minna Metropolis?

2. What is the combined influence of teacher and pupil factors (teacher self-efficacy, job satisfaction, expectations, pupil home background, self-esteem and attitude toward reading) on the reading achievement among PswD in the Minna Metropolis?
- 3) What is the individual contribution of teacher and pupil factors (teacher self-efficacy, job satisfaction and expectation of pupils' performance in reading, pupil home background, self-esteem and attitude towards reading) to reading achievement among pupils with dyslexia in the Minna Metropolis?

1.5 Hypotheses

The following hypotheses were generated to guide the study and tested at 0.05 levels of significance:

1. There is no significant relationship between teacher self-efficacy and reading achievement among pupils with dyslexia in the Minna Metropolis.
2. There is no significant relationship between teacher job satisfaction and reading achievement among pupils with dyslexia in the Minna Metropolis.
3. There is no significant relationship between teacher expectation of pupils' performance in reading and reading achievement of pupils with dyslexia in the Minna Metropolis
4. There is no significant relationship between home background and reading achievement among pupils with dyslexia in the Minna Metropolis.
5. There is no significant relationship between pupil attitude towards reading and reading achievement among pupils with dyslexia in the Minna Metropolis.
6. There is no significant relationship between pupil self-esteem and reading achievement among pupils with dyslexia in the Minna Metropolis.

1.6 Significance of the Study

This study exhibited that teacher and pupil factors are associated to reading achievement of pupils with dyslexia. The findings would provide solution to how pupils with dyslexia could be helped regarding their reading achievement. This study would unravel the contributions of factors that impact on the reading achievement of pupils with dyslexia.

The pupils and teachers would benefit from this research by becoming conscious of the fact that attitude and self-beliefs could influence teaching and learning of reading.

Hence, they would control those negative effects and self-beliefs that are demoting their personal contributions to developing better reading skills.

Findings from this study could, therefore, result in improvement in teacher self-efficacy beliefs, as it relates to reading achievement of pupils with dyslexia in the Minna Metropolis. The result of this study revealed the proportion of job satisfaction of teachers and their expectation on pupil's performance in relation to reading achievement among pupils with dyslexia in the Minna Metropolis. The study revealed the contributions of pupil factors especially home background, attitude to learning reading and pupils self-esteem to reading achievement among pupils with dyslexia in the Minna Metropolis.

This work would sensitise and inform stakeholders (parent/caregivers, teachers of pupils with dyslexia and scholars in education sector) about the contribution of teacher and pupil factors to reading development of pupils with dyslexia. The study would sensitise parents on the significance of pupils' reading achievement. The study would enable stakeholders to understand how they can build ambience in the home to enhance the home background of pupils with dyslexia for improved reading achievement of pupils. Similarly, results from the study would make teachers more aware of measures they can take in the classroom to boost self-esteem of the pupils and communicate positive expectation of the teachers to the pupils about their learning that will spur greater efforts to improve their achievement in reading.

Parents of these pupils specifically have a lot to gain from this study. Taking care of pupils with dyslexia is not easy; it is demanding. It requires parents' physical, mental, emotional, capabilities and financial resources. As pupils get adjusted to schooling and begin to do well in school, the minds of their parents will be at rest. The confusion in the minds of the parents more especially mothers at the onset of the pupils' disability would give way to hope and relief on pupils with dyslexia. Parents who had previously been hostile or exhibiting non-challant attitude to pupils with dyslexia would have change of attitude. This study would also smoothen and improve parents' relationship with each other and other stakeholders in the family and the community at large.

Policy makers would benefit from this study because a better understanding of factors of teachers and pupils would shape curriculum development and funding policies. Furthermore, it would enable government provide better conditions that promote teacher job satisfaction and more productivity in teaching reading to pupils. Unravelling effects of self-efficacy would help supervisors and inspectors of education to adopt practices and personal relationships that enhance teacher and pupils' confidence. It would foster

positive belief and promotes efforts towards producing high achieving primary school readers. Government would in turn have a clearer picture of dyslexia and how it affects pupils in their academic pursuit. This would aid policy formulation in the field of special education in Nigeria. This study would contribute to the body of knowledge regarding the reading abilities of pupils with dyslexia and pupils with other special education needs.

1.7 Scope of the Study

The researcher examined teacher and pupil factors (teacher self-efficacy, job satisfaction, teacher expectation of pupils' reading performance, pupil home background, self-esteem and attitude to learning) and reading achievement among pupils with dyslexia in the Minna Metropolis. The study covered only primary six pupils of public primary schools and their teachers in Bosso, Chanchaga and Paikoro Local Government Areas. There are 42 public primary schools in the Minna Metropolis as at the time of carrying out this research. The list of the public primary schools covered and how sampled size was distributed across schools after screening is in table 3.1 in chapter three.

1.8 Operational Definition of the major Terms

The following major terms are operationalised in this study:

Dyslexia: this is a neurodevelopmental condition that affects a person's ability to read, write and spell.

Teacher factors: These are intrinsic influences and attributes of a teacher that drive performance in teaching pupils with dyslexia.

Pupil factors: These are intrinsic influences and attributes of pupils in home and school that promote interest in pursuance of reading and learning.

Reading Achievement: This is the reading attainment of pupils with dyslexia as measured by a structured reading test tagged the Niger Reading Inventory.

Teacher self-efficacy: This is the teacher's trust in his/her capacity and willingness to deliver the expected learning outcomes in his/her pupils with dyslexia measured by Teacher SE scale.

Teacher job satisfaction: This is the teacher's process of carrying out or accomplishing an action, task, or function for the overall attainment of determined objectives as

measured by Minnesota Satisfaction Questionnaire used as one of the independent measures in the study.

Teacher expectation of pupil performance in reading: This is what the teacher expects pupils with dyslexia should achieve in reading measured by Teacher Expectancy Scale (TES).

Pupil Home Background: This is the socio-economic home background of pupils with dyslexia as measured by HB questionnaire and used as one of the independent measures in the study.

Attitude to reading: This is the behaviour exhibited by pupils with dyslexia in respect to reading of words or texts measured by Reading Attitude questionnaire also used as an independent measure in the study.

Self-esteem: This is pupils with dyslexia's rating of him/herself compare to others. It is his/her ability to ascertain whether he/she is a good reader or not measured by Rosenberg Self-Esteem Scale (SES).

Minna Metropolis: Minna, the capital of Niger State, Nigeria, is situated at approximately 9.6° N latitude and 6.55° E longitude. Geographically, it occupies a strategic position in central Nigeria, facilitating accessibility and trade. The city's metropolitan status is attributed to its economic, administrative, and cultural significance. Minna serves as a major political hub, hosting government offices and institutions. Its geographical distribution is marked by a blend of residential, commercial, and industrial zones, fostering diverse activities. This metropolitan character is further heightened by the city's role as a commercial centre, attracting a concentration of people, businesses, and services, contributing to its vibrant urban atmosphere. Minna metropolis comprises three Local Government Areas which are Bosso, Chanchaga and Paikoro Local Government Areas respectively.

CHAPTER TWO

LITERATURE REVIEW

The following subheadings are used to organise the content of this chapter: conceptual, theoretical, and empirical reviews of the literature.

2.1 Conceptual Review

2.1.1 Concept of Learning Disabilities

Learning disabilities (LDs) started as a field in order to comprehend the individual variations among kids and people who had particular language weaknesses in spoken or written communication while retaining integrity in overall intellectual functioning. Furthermore, it was done to help pupils who weren't receiving enough support from the general education system (Wong and Hutchinson, 2001; Zigmond, 2007; and Torgesen, 2006). In general, social and educational demands were the primary drivers of the field of LDs. It continues to be a diagnostic procedure that has more of a scientific foundation than clinical practice, law, or policy. At the same time that more LDs are being recognized in schools, advocates for children in question have convincingly secured a special education category as a form of educational protection (Wong and Hutchinson, 2001).

Torgesen, (2006) asserted that medical professionals first noticed and studied exhibited that an unanticipated pattern of broad strengths and specific learning deficiencies emerged early in the 20th century, giving the field its historical biological perspective. Although clinical research from the first half of the 20th century, acknowledged the reality of LDs. The knowledge of it was on until the middle of the 1960s that it had little impact on public school policies. According to Epstein, Atkins, Cullinan, and Kutash (2008), behavioural scientists, teachers, and parents were concerned that certain kids had learning issues that were not being adequately addressed by standard educational procedures.

Due to the fact that these children's traits did not fall under any recognized categories of disability, they were also unqualified for special education programs. This denial of rights sparked a push for special educational services for students with learning disabilities and in the late 1960s and early 1970s many states created a special education

category for those pupils. When compared to other handicapping conditions, Deutsch, Dougherty, Bammer, Siok, Gabrieli, and Wandell (2005) found a marked increase in the number of children with learning disabilities. This is because of the influence of advocacy. Identification of learning disorders has greatly grown in frequency. Some claim that the 5% prevalence rate that is now accepted is too high and is founded on ambiguous terminology, which causes incorrect identification. However, research aimed at identifying objective early markers of learning difficulties in the fundamentals of reading has found that almost all kids who score below 25% on standardized reading tests can be considered to have a reading issue. Learning difficulties in written expression are less well understood, although experts believe they affect 8% to 15% of students (Lyon, 1996). Additionally, according to research, 6% of students in schools struggle with mathematics for reasons other than low intelligence, sensory deficiencies, or economic adversity (Cirino, Morris, and Morris, 2002).

Learning disabilities are a set of conditions that can affect how people acquire, organise, remember, comprehend, or use verbal or nonverbal knowledge, according to the Learning Disabilities Association of Canada (2002). When it comes to thinking and/or reasoning, these disorders have an impact on people who otherwise possess at least ordinary talents. Learning disabilities are therefore distinct from general intellectual disability. Deficits in one or more of the processes involved in perception, cognition, memory, or learning are the root cause of learning disabilities. Among these are executive functions (including planning and decision-making), linguistic processing, visual-spatial processing, processing speed, memory, and attention. Depending on their severity, learning difficulties can prevent someone from learning and using one or more of the reading (decoding, phonemic awareness, word recognition, and comprehension), writing (spelling, written expression), oral language (speaking and understanding) and mathematics (computation and problem-solving).

Learning disabilities may manifest as difficulties with perspective-taking, social awareness, social interaction, and organisational skills. A persistent issue is learning difficulties. Throughout a person's lifespan, the manner in which they are expressed may change based on how the environment's expectations interact with the person's abilities and needs. Unexpected academic underperformance or success that requires unusually high amounts of work and support to maintain it are indicators of learning difficulties.

Additionally, learning disabilities, according to Lerner and Johns (2014), are not a single disorder but rather a general category of special education made up of

disabilities in any of the following seven areas: receptive language (listening), expressive language (speaking), fundamental reading skills, reading comprehension, written expression, mathematics calculation, and mathematical reasoning. Along with some social skill deficiencies, emotional or behavioural illnesses like attention deficit disorder, these various types of learning disabilities frequently co-occur. Despite being sometimes misrepresented as such, learning difficulties are not the same as dyslexia or a reading disability. The majority of information on learning disorders, however, focuses on reading disabilities, and the majority of kids with learning disabilities struggle to summarize what they have read. Students with specific learning disabilities are those who have a disorder in one or more of the fundamental psychological processes involved in understanding or using language, whether spoken or written. This disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations, according to Lazarus and Akinbile (2016), who cited the Individual with Disabilities Education Acts (2004). Perceptual impairments, brain damage, mild brain malfunction, dyslexia, and developing aphasia are the medical names for these diseases. Such a word does not include a learning issue that is primarily brought on by mental impairment, emotional instability, or an adverse environment, culture, or economic disadvantage.

Learning challenges can be grouped according to the unique challenges brought on by a processing deficit or according to the sort of information processing that is impaired. Based on the four stages of information processing that are used in learning—input, integration, storage, and output, there are many different types of learning disabilities. Numerous concurrent anomalies, social difficulties, emotional or behavioural conditions, and other factors all contribute to many disabilities related to learning. The following characteristics of students with learning difficulties and teaching strategies to take into account are outlined by Zigmond (2007).

Information input: This is knowledge that has been learned via the use of the senses like sight and hearing. Visual perception problems may make it difficult to recognize the size, location, or shape of items viewed. Having trouble understanding time periods or feeling time in the present may be related to sequencing problems. Filtering out competing sounds in order to focus on the teacher's voice in a classroom can be difficult for people with learning disabilities. Some kids do not seem to be able to interpret touch information. They might, for instance, appear oblivious to pain or loathe being touched.

Integration: The process of understanding, categorizing, ordering, and connecting data to past knowledge is called integration. These students could have trouble remembering instructional sequences, such the days of the week, understanding new concepts but not being able to apply them to other subject areas, or learning facts but not being able to put them all together into one larger unit. Comprehension issues may be exacerbated by poor vocabulary. This is true of the information processing necessary for reading comprehension.

Storage: Memory problems can damage either working memory or long-term memory. It is because most memory problems are short-term in nature, learning new material can be difficult without requiring more repetitions than usual. Visual memory issues might make it difficult to learn to spell.

Information leaves the brain either through speech, or output in the form of language, or by movement of the muscles, such as gesturing, writing, or creating art. Spoken language issues can result from difficulties with language output. Responding to a question on the spot can be challenging because it requires pulling data out of storage, organizing one's ideas, and putting those ideas into words before speaking. Functioning Impairment: A lack of ability to process information in any one of several particular ways can result in a range of learning impairments. An individual might experience a number of these problems. This is known as co-morbidity, or the simultaneous occurrence of learning impairments. This can manifest as a reading disorder, writing disorder, numeracy impairment, or non-verbal disorder.

Reading disorder: This is the most common learning disabilities. It frequently serves as a substitute for developmental dyslexia or a reading handicap. Many academics, however, contend that there are various kinds of reading difficulties, dyslexia being one among them. A reading disability can affect any part of the reading process such as the capacity to accurately or fluently recognize words, or both, decode words, read at a rapid pace as well as use comprehend what is being read. The following reading skills areas may present difficulties for students with learning disabilities: difficulty learning to read, difficulties comprehending word structure, difficulties naming objects quickly (visual naming speed), difficulties with reading comprehension, difficulties accurately summarizing or paraphrasing what is read, difficulties learning the alphabet or connecting letters, and difficulties with visual naming speed. Additionally, there may be word pronunciation and vocabulary issues. They may also use the wrong word that

sounds similar to the correct word, mispronounce words, or have difficulty retelling a story.

Aside from reading, most of them also struggle with other academic-related issues like disorder in writing expression. The reason for this is because the writer's writing abilities are much below what would be predicted given their age, tested intelligence, and suitable educational level. If a sensory deficit exists, the difficulties with writing must be more severe than those that are typically linked to the disability. This difficulty must also seriously impede academic success and tasks that require the creation of written information.

The majority of the time, people who have been diagnosed with a disorder of written expression typically struggle with a variety of issues related to their abilities with written expression, as shown by their frequent spelling errors, poorly organised paragraphs, and excessively poor handwriting. A developmental coordination disorder diagnosis should be taken into consideration if a person's bad handwriting is caused by a problem with their ability to coordinate their movements. All problems of written expression are collectively referred to as "dysgraphia" in this context. They exhibit disorder of written expression such as: performs poorly on most writing tasks, especially those involving vocabulary, grammar, punctuation, and spelling; uses minimal planning, effort, and strategy when writing; reverses letters; has clumsy handwriting or holds a pen awkwardly; has a limited vocabulary and language difficulties; struggles with eye-hand coordination; and may have dysgraphia, a writing disorder.

Nonverbal learning disability: This frequently shows itself as clumsiness in the motor domain, poor visual-spatial abilities, trouble forming and maintaining social connections, problems with math, and disorganised behaviour. These people frequently thrive in the verbal domains, particularly early speech, a wide range of words, early spelling and reading abilities, excellent auditory retention, expressive self-expression and great rote memory

Socialization: it may have a low level of socialization, few favorable relationships at school, difficulty making friends, and a lonely appearance; could fail to give appropriate signals, both verbal and nonverbal, in conversations; could ignore the social rules of conversation or stand too close to a listener.

Contrarily, a learning disability is an issue that impairs a person's capacity to comprehend, communicate, or retain information. It shows itself as a weakness in one of these: reading comprehension, reading decoding, vocal expression, written expression,

auditory processing, or mathematical computation. Due to environmental demands, they may be less or more obvious and frequently inconsistent. Students with learning disabilities may also display the following traits: a disparity between oral and written work, a tendency to work more slowly than their peers, an inability to focus, a poor memory, the need for frequent repetition, a lack of confidence, and self-consciousness regarding their work.

Mathematics disabilities (dyscalculia): In mathematics, they are confronted with difficulty understanding the meaning of the process sign, space, quantity, size, and/or linear measurement; difficulty understanding concepts of numbers; difficulty remembering number facts; difficulty completing word problems, difficulties classifying and arranging objects, trouble understanding time ideas and potential for confusion with mathematical symbols and misreading numbers,

Communicative abilities: Students with learning disabilities do manifest following communicative deficit: Failure to understand basic word meanings, inability to understand speech that isn't connected, use of pronouns and verb tenses, frequent use of incomplete sentences, struggles to understand and/or use vocal pitch, intensity, and timing to convey subtle differences in emotions and intention; asks inappropriate questions and/or gives inappropriate answers (especially the "who" and "how" question forms; struggles to understand and use linguistically complex sentences; struggles to acquire and use new skills.

Physical characteristics: They exhibit the following physical features: Poor general coordination; awkwardness seen when hopping, climbing and running, walking, jumping, hopping, and other activities; may trip or fall often.

Attention difficulties: Having trouble focusing on a task, moving around a lot (hyperactivity), having a short attention span, having trouble remembering things, having trouble following instructions that involve several steps, responding slowly, and frequently needing a lot of one-on-one assistance to understand.

Behaviour deficits include hyperactivity, attention deficits, a persistent need to move around, and the inability to focus on a single job for the appropriate amount of time. Emotional problems include being quickly disturbed or anxious, having a low threshold for frustration, and exhibiting frequent mood swings. Impulsivity: an unrestrained, unplanned action. Distractibility is the inability to focus on crucial stimuli and the inappropriate fixation on trivial information. Perseverance: the ability to focus attention on a single task that is repeated repeatedly; the inability to assimilate, store, or

remember, the inability to distinguish between both auditory and visual stimuli; the potential to get confused in a familiar environment.

2.1.2 Concept of Reading

Reading is a way of engaging with written words and symbols and deriving meaning from them. When reading, a pupil uses his or her eyes to take in the written symbols (letters, punctuation, and spaces), and his or her brain converts those symbols into words that make sense. Reading could be characterized as a challenging "cognitive process" that entails symbol decoding in order to create or extrapolate meaning from the text (reading comprehension). Reading is a tool for exchanging knowledge and ideas, learning new languages and communicating via the words of such language. Language is a complicated interaction between the reader and the text that is influenced by the reader's previously acquired experiences, attitude, and linguistic community, which has a place in a particular culture and society.

Pre-reading, pro-reading, and post-reading are all stages of the reading process that require various tasks to be completed at each level. The reader should comprehend the subject during the pre-reading phase, consider all prior information on the subject, and discuss the text's purpose with the teacher. The reader uses tactics to decipher the text and comprehend its meaning when they reach the pro-reading stage. The post-reading phase gives the reader the chance to summarize the narrative, talk about specific plot points, respond to inquiries, and/or make comparisons with other texts. Generally, at this stage, the reader critically examines what is read and makes more meaning out of it. Teachers should encourage pupils to interact with the text as much as possible at this post-reading stage.

In order to survive in life, it is important for everyone to develop the fundamentals of reading and a culture of reading, according to Igbokwe, Obidike, and Ezeji (2012). A pupil's ability to read is at the center of the educational process. Since reading is a crucial component of learning, a pupil's failure to read properly, which is tied to a lackluster attitude toward and interest in reading, can cause him/her to fall progressively further behind. Every society needs literacy for social, economic, political, and overall advancements, according to Sama and Hindatu (2017). To do this, every society must get to the point where reading is completely self-directed, enjoyable, and internalized as a habit. The ability must become second nature because we read written materials every day, whether consciously or unconsciously, including documents,

newspapers, magazines, books, letters, notes, and text messages as well as signposts, prescriptions, labels, money notes, e-mails, and bills. The ability is not only necessary for passing exams at regular intervals. In fact, it wouldn't be absurd to say that not being able to read or write in any language renders a person out of fitting into today's society.

A voracious reader becomes more aware of the complexity and beauty of life. However, it is the "key" to academic brilliance in the eyes of the pupils/students (Sama and Hindatu, 2017). Therefore, students' future educational and professional careers may be negatively impacted if they don't develop fundamental reading abilities during the primary school years (Chambers, 2012). Because of this, reading, according to Montoya (2016), is a prerequisite for all other learning. Although reading is essential for students' educational, economic, and social success, many students drop out of school without gaining more than basic literacy, according to Hamilton (2016). Reading fluency is one of the aspects of reading ability, according to Bastug (2014) (Rasinski, 2010). It could have a significant impact on both their subsequent educational and professional careers if students do not develop foundational reading skills during their elementary school years (Chambers, 2012).

Ability to read involves being able to decode textual material and unlock its meaning. According to Oloko (2013), the process of observing, analyzing, reasoning, interpreting, and integrating information when reading involves the interaction of the eyes, mind, and brain. When done by a competent reader, it appears intuitively simple. However, it is a complex process requiring several underlying skills (Fuchs, Fuchs, Hosp and Jenkins, 2001). It is a complex process that involves word recognition, comprehension, fluency, and vocabulary. A reader requires ability to recognise letters and sounds that they represent.

2.1.2a Components of Effective Reading

Reading is considered to be successful or effective in the broadest sense when it seamlessly integrates word recognition and understanding. Effective reading requires that a reader acquires rapid word recognition and quick comprehension of the text. These two qualities of a good reader involve other sub skills. In addition, motivation is critical to reading. When reading does not appear interesting, pupils may avoid it and even hate it. Other components of effective reading are process of reading, this has to do with, phonics, phonemic awareness, vocabulary, reading comprehension and fluency. These

five aspects work together to create the reading experience. As pupils learn to read they must develop skills in all five of these areas in order to become successful readers.

2.1.2b Fluency

Reading fluency refers to a reader's capacity to comprehend written or spoken language at a speed at which they can recognize words fast and practically effortlessly. This makes words more comprehensible. To attain reading fluency, the teacher must develop in the pupils:

- **Speed:** in recognition of the words. This is acquired by repeated practice and exposure to words that they become so familiar with as to be accurately recognisable by sight (that is, they become sight words). Rereading, dictation practice and word games can facilitate this
- **Decoding skills:** It is the ability to recognize, separate a word into its component sounds, and then combine those sounds to pronounce it. Teaching phonics can facilitate this.

For reading fluency, some of the basic skills required could include:

- (i) How to control and separate the sounds in words; an illustration of this is phonemic awareness: The three letters "bad" are /b/, /a/, and /d/.
- (ii) The alphabetic principle states that particular letters can represent particular sounds. The sound that b and l make is /bl/.
- (iii) How to use what they already know about letter-sound relationships to decode unfamiliar words. Table, or taaabbbble!
- (iv) Word study is the process of breaking down words and spelling patterns in order to improve reading comprehension. Example: There are two terms in checkout: check and out.
- (v) To increase their sight vocabulary or the quantity of words they can immediately recognize.

2.1.2c Reading Comprehension

Reading comprehension is the way of manipulating and independently deriving meaning from what is read. Manipulating or independently deriving meaning from material read usually involves the reader actively trying to link what is read with his/her background knowledge. For example, a reader actively—if unconsciously—engages in an ongoing conversation with the text as they read, trying to decipher its meaning,

connecting it to prior knowledge or life experience, and sometimes contesting or questioning the ideas put out.

2.1.3 Concept of Reading Achievement

Reading achievement is the pupil's attainment, represented by a score, on a reading assessment, it is a quantification of a pupil's ability to decode text fluently and understand what the text communicates. A careful look at Nigerian schools shows that the reading achievement in pupils is low in almost all the schools across the globe. Studies confirmed that reading achievement is retrogressing, (Lazarus and Kehinde, 2015; and Osisanya, Lazarus and Adewumi, 2013). The challenge of low reading achievement is not limited to Nigeria. It appears to be in many parts of the world. For instance, according to Connor, Alberto, Compton, and O'Connor (2014) and Joseph (2008), the National Centre for Education Statistics (NCES), 2005, found that 38% of fourth graders and 29% of eighth graders in the United States were reading below grade level. Reading is one of the most fundamental skills that allow a person to survive and thrive in an ever-evolving technological society, yet a sizable portion of Nigerian students lack basic abilities in reading (United Nations Educational Scientific and Cultural Organisation, 2006).

The concept of reading achievement, though the term reading achievement is profusely used in reading literature and research, there appears to be scarcity of explicit definitions and insightful discussion of it as a topic on its own. Even literature that attempt defining it does so operationally and superficially to fit the peculiar needs of the study. For example, reading achievement is "the score attained by a student on the Progress in International Reading Literacy Study (PIRLS) exam" or some other tests of reading. This is not very insightful. Here, an attempt is made to examine this key concept in light of the very smattering of literature garnered on it. According to Chinwe (2012), "achievement is normally a pedagogical term employed, when determining student performance in reading comprehension, which is assessed through reports, assessments, researches, and ratings with multiple components or variables exerting impact. This definition thus treats achievement as what learners accomplish. From all these, reading achievement can be conceived as what pupils can do in reading. It is the display of skillful reading by a pupil and manifestation of attaining the learning outcome with respect to reading.

Reading achievement can be observed in the performance and proficiency that a pupil shows. However, casual observation may not yield much information. In order to have a thorough measurement of reading power, according to Brown (2019), three factors must be precisely weighed: the rate of reading, the amount of reproduction, and the quality of reproduction. Reading proficiency is evaluated through formal inventories, teacher evaluations, or standardized tests (Anticevic, Kardum, Klarin, Sindi, and Barak, 2017).

Breslow (2014) evinced that any mythology used to assess students' learning has its inherent weaknesses and no strategy can be relied upon to be totally error-free. Triangulating the data is therefore required by best practices in educational research. The likelihood that the results offer an accurate picture rises when various data sources are employed. To put it another way, the most effective evaluation program will include a combination of both direct and indirect measurements. Also, the cautionary note by Foy, Martins and Mullins (2010) is salutary for this study. A fundamental tenet of educational measurement is that the items used to measure students' achievement should be as challenging as possible for the students taking the test. When there is a reasonable match between the reading proficiency level of the population of students being tested and the difficulty of the assessment passages and items, measurement of reading comprehension is most effective.

2.1.4 Concept of Dyslexia

Since reading became a central ability of the modern man, dyslexia became a challenge to the modern man. A learning disorder called dyslexia makes it difficult to read accurately and fluently. Reading can be challenging for Pupils with Dyslexia (PswD). Dyslexia, is a learning disorder, causes issues with accurate and/or fluid word identification, poor spelling, and decoding abilities that cannot be accounted for by contextual factors or physical problems with the child's senses of sight and hearing. Often this difficulty is unexpected when the physical and environmental/learning conditions of the pupil is taken into account.

Since the issue is thought to have a neurological root, the brain itself is the physical location of the issue. Hudson, High and Al Otaiba (2018) provided two key symptoms of dyslexia in dyslexic pupils: When pupils with dyslexia are challenged to read texts at their grade level, they frequently exhibit two clear challenges. They will not be able to read as many words as ordinary readers can in a text. Many of the words they

tried to sound out, guess at, or stumble over. This is the issue with "fluent word recognition" that the earlier definition alluded to. They frequently exhibit decoding difficulties, which causes many errors in their attempts to recognize unfamiliar words. They are unlikely to be particularly good at identifying unfamiliar words using context and letter-sound correlations.

Dyslexia thus impairs decoding, and because of the laboured decoding, makes comprehension difficult. For a struggling reader with dyslexia, his or her reading is already impaired by dyslexia in the background in addition to other environmental factors that may contribute to the problems he or she encountered with reading. A pupil with dyslexia may show unexpected deficiencies in underlying reading skills such as immature phonological knowledge, verbal memory and processing speeds. The presence of dyslexia may inhibit development of a pupil's writing and spelling, reading comprehension and vocabulary development. Dyslexia may go together with other disorders such as dyscalculia, concentration and motor coordination dysfunctions. Since dyslexia basically impairs decoding and fluency in pupils.

Prevalence: There have been estimates of prevalence of dyslexia ranging from 5% to 20% in the U.S. Here in Nigeria, prevalence of dyslexia according to available researches ranges from 20% to 40% according to Zakariyah (2005) his work titled prevalence of reading difficulties among primary school pupils in Niger state, more than 40% of primary school pupils in Niger state are having problem of dyslexia. Vanguard News (February, 8, 2018) reported Dr. Adrienne Dikolo, the Director of Dyslexia Nigeria as quoting a 20% prevalence. *The Nationonline* (November, 2018) reported: "More than 1.5 million cases of dyslexia are recorded yearly in Nigeria, and it is very common among children. It however affects adults too. Despite being a neurological disorder, dyslexia is not correlated with IQ and is distinct to each person.

Theories of dyslexia can basically be divided into three categories: the Medical/Neuro-Biological Theories, the Social/Cognitive Theories and the integrative model. The Medical Theories are all based on the fact that: dyslexia is due to a mental deficit located in the brain. The Phonological Theory believes congenital defects of left-hemisphere peri sylvian brain areas concerned with sound for example: Wernicke's area, angular gyrus and striate cortex result in failure of the pupil with dyslexia to translate graphemes to their sound counterpart thus failing to decode. The Magneto Cellular Theory posits dyslexia as impairment of the magneto cellular pathway of the Lateral Geniculate Nucleus (LGN) for example impaired development of the magneto cellular

neurons. The Cerebella Theory believes a pupil with dyslexia's cerebellum is mildly dysfunctional with the consequence being decoding and other losses of ability. Dyslexia, according to the Evolutionary Theory, is a product of evolution. According to the theorists that accept this view, reading is an abnormal activity that was not previously necessary and has just recently become popular. Since the majority of societies have only recently developed the ability to read, not all people do (Clarke 2010).

The Social Theory of Dyslexia believes there is nothing inherently wrong with the brain of pupils with dyslexia, their brain just happens to be “wired” differently, and it is society that sees and labels them as exceptional, instead of just accepting and teaching them as they are. Pupils with dyslexia are victims of social labelling, stigmatisation and institutional discrimination because they are being judged with standards and values different than theirs and subjected to disabling barriers. The only difference between a dyslexic and non-dyslexic student is how they learn. According to Adubasim and Nganji (2017), if they are given instruction in a method that is suitable for them, they pick up information just as quickly as any other student or pupil.

While learners without dyslexia demonstrate strong phonological awareness and do better in the traditional classroom setting, pupils with dyslexia readers thrive more in environments that emphasize 3D visuals, physical prowess for sports, auditory prowess for music and the arts, high mental prowess, and personality strength, among other things. This category of pupils with dyslexia includes a small number of inventors, artists, designers, scientists, mechanics, electricians, and engineers.

According to the World Health Organisation (2011), disabilities range in severity from modest functional challenges to significant negative effects on a person's life. Dyslexia is not associated with life death. Many dyslexics have accomplished remarkable things with the right assistance and care. According to findings from several brain researches, learning differences are caused by anatomical changes in the brain (Berninger and Richard, 2010, Richlan, Kronbichler and Wimmer, 2011). This suggests that various learning requirements and disabilities should be addressed with various teaching strategies. Thus, for many students, precisely those who have dyslexia, employing the same instructional techniques or standard teaching strategies may not be beneficial. Additionally, using strategies and instructional techniques that repeatedly test the phonemic awareness of pupils with dyslexia reveals their limitations in phonetic decoding, which in turn boosts their failure rate in tasks related to academics. Falling behind in their academics won't

boost their sense of worth. Low self-esteem or a decline in self-worth almost always leads to frustration, which can later result to juvenile mis-behaviour.

The main challenge for pupils with dyslexia is their deficits in phonological processing, as Mahmoodi-Shahreabaki (2018) reaffirmed in her evaluation of the past, present, and future of dyslexia. Dyslexia has not been proven to be primarily caused by deficiencies in semantics or syntax. It affects reading memory (short and long term), Rapid Automated Naming (RAN) and other critical reading skills as well as the supporting sub skills. Even so, Mahmoodi-Shahreabaki (2018) noted that despite dyslexia's crippling effects, helping pupils with dyslexia is efficacious when it is given and happens in educational settings."

2.1.4.a How Dyslexia Influence Academic Achievement of Pupils

Dyslexia influence academic achievement of pupils as early as pre-school. The signs and symptoms can appear immediately, and pupils with dyslexia often show a unique combination of characteristics. During preschool years, pupils with dyslexia might exhibit difficulty in learning alphabetical letters, recognizing rhyming patterns in the alphabet, and pronouncing familiar words Shaywitz, and Shaywitz, (2020). These signs generally become more obvious when the pupils read and write slowly and with more errors, and are unable to connect letters with the correct sounds, as well as struggle to understand sentences Pathak, (2020). Pupils with dyslexia may also have weaknesses in other areas like short-term memory, attention deficits, and motor skills (Wajuihian, and Naidoo, 2011). Pupils transiting from elementary school to high school may have trouble writing in a clear way; they exhibit difficulty in choosing the right words in writing and finishing assignments on time (Pathak, 2020). Pupils with dyslexia may require great effort in reading as they are transiting to adulthood and they may tend to read very slowly; they may also find it hard to do the math, stay organized and meet deadlines (Pathak, 2020). Generally, individuals with dyslexia are behind peers in terms of reading and language.

Furthermore, dyslexia affects individuals more than the ability to read and write. The problem in reading and spelling enables pupils to fail to cope with tasks that require reading, which in turn affects their overall academic achievements. Moreover, experiencing failures in academics can further provoke a lack of self-esteem and feelings of inferiority and anxiety. Although reading skills were viewed as important in academic achievements in school, limited research has directly discussed this topic and how

dyslexia influences pupils' academic achievements (Armstrong, and Garry, 2014). Moreover, little attention was paid to the relationship between dyslexia, self-esteem, and academic achievement. Psychological factors like self-esteem are likely to serve as an intermediate factor in the relationship between dyslexia and academic achievement. Dyslexia can lead to low self-esteem when pupils experience failures in academics, and this low self-esteem, further results in resistance to learning and trying to improve academic performance (Armstrong, and Garry, 2014).

2.1.5 Concept of Teacher Self-efficacy

Self-efficacy is described via Bandura's definition by American Psychological Association (APA) in 2019 as a person's belief in the capacity to do the steps necessary to achieve particular performance goals (Bandura, 1977, 1986, 1997). The conviction that one can exert control over one's motivation, conduct, and social environment is known as self-efficacy (APA, 2019). In a nutshell teacher self-efficacy is the cornerstone of teacher agency, or, the ability to take command of the situation and supply the skills of a competent teacher, as stated by Adu, Tadu, and Eze (2012). Teacher self-efficacy is the belief held by the teacher that he has the power to affect the students' learning outcome including those who may be viewed as difficult or uninspired. According to Chambers (2012), the foundation of successful classroom instruction is the idea of teacher efficacy, or teachers' perceptions of their own instructional abilities. Getting teachers to take full responsibility for their teaching and believe they are good at what they do is essential for increasing teacher efficacy. According to him, this ownership happens when teachers have subject mastery and have a comprehensive idea about the content and methodology of their profession. Albert Bandura gave the study of self-efficacy a lot of attention, and he has continued to have a big impact ever since.

Bandura (1986) defined self-efficacy as a mediation process of personal agency mediating between the preceding influences that are the origins of its production and ensuing behaviour, as Pajares pointed out. Social environment and teacher self-efficacy are closely related. The national milieu gives a broader social framework in which teachers' effectiveness beliefs are developed, whereas a school community establishes guidelines and norms for the expected standards of efficacy for teachers working in that school (Jeon, 2017). The reciprocal relationship has been schematized as follows by Jeon, 2017:

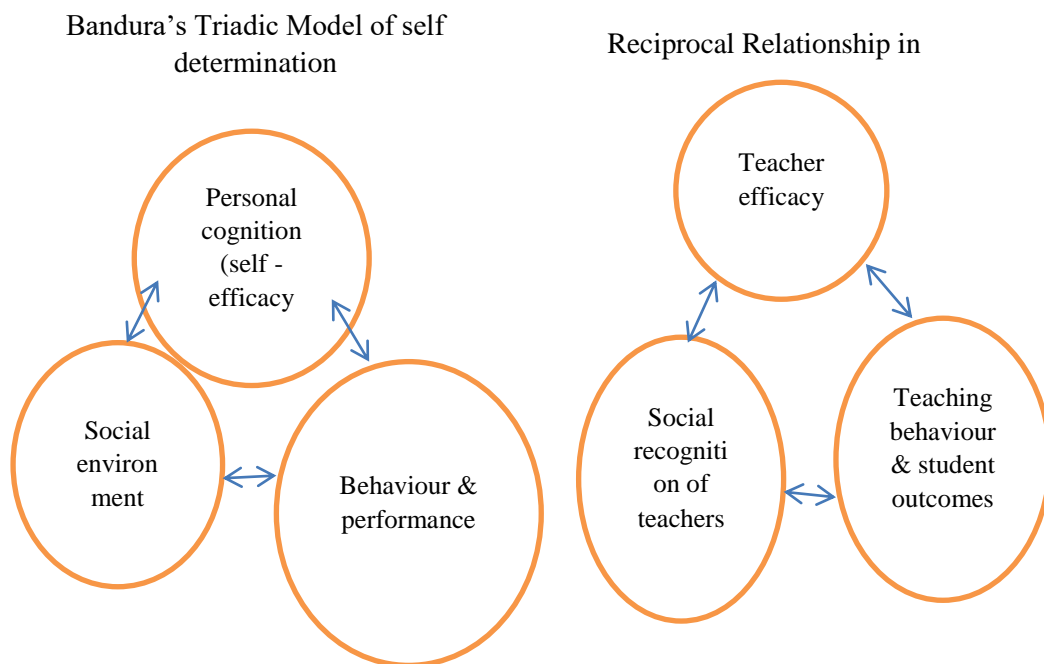


Figure 2.1: Reciprocal relationship in teacher efficacy from

(Source: Jeon, 2017)

Teachers with high efficacy have confidence in their abilities to educate especially when working in situations that present significant problems. Increased efficacy strengthens performance. Bandura's Self-Efficacy Theory clarifies how social context affects teacher efficacy and provides information on ways to boost it. According to this idea, performance, social environment, and internal cognition are all symbiotically related. The social environment includes cultural standards concerning the best kinds of teachers to hire in a particular context, peer models of behaviour, and community members' attitudes toward teachers. According to this idea, mastery knowledge, vicarious knowledge, influence from others, and physiological and psychological states are the four key components that determine teachers' sense of their own efficacy. A supportive atmosphere for teachers, enhanced internal skills, vicarious experience, and social persuasion, along with physiological and emotional conditions that operate as confounding factors are all connected with mastery experiences (Jeon, 2017).

The relationship between teacher efficacy and student achievement has been demonstrated by research on teacher efficacy (TSE). Indicators of teaching efficiency, such as student ratings and teacher self-efficacy, have been found to be significantly correlated in recent research (Lev, Tatar, and Koslowsky, 2018). According to Jeon (2017), teacher self-efficacy has been empirically proven to be a significant indicator in boosting students' achievement through mechanisms like consistent interaction with students, a positive effect on their motivation, a welcoming classroom environment, creative classroom management, and generally positive attitudes. Therefore, while examining the impact of competent teachers on students' accomplishment, teacher self-efficacy must be taken into account.

This study is concerned with personal teaching efficacy or what Olasode (2015) called teacher's instructional self-efficacy. Previously, there have been three instruments developed for measuring teacher self-efficacy. Bandura's Teacher Self-Efficacy (TSE) has 30 items on a 9-point scale, while Gibson and Dembo's Teacher Efficacy Scale (TES) has 30 items on a 6-point Likert scale. The RAND Corporation Instrument, developed by Armor, Conroy-Oseguera, Cox, King, McDonnell, Pascal, Pauly, and Zellman in 1976, has two items on a 5-point Likert scale. But Tschannen-Moran and Hoy's (2001) The Ohio State Teacher Sense of Efficacy Scale (TSES) drew academics' attention. The TSES scale covered a variety of teaching task elements. Three variables emerged from the numerous times the researchers examined the instrument: effectiveness for student engagement, effectiveness for teaching tactics, and

effectiveness for classroom management. These three elements stand in for the characteristics and needs of efficient instructors (Alrefaei, 2015). These three elements will guide the creation of the study's instrument.

Bandura (1997) proposed including several task difficulty levels, allowing respondents to rate the potency of their ability to succeed in the face of various barriers or challenges, and offering a wide range of response possibilities. They also cautioned against the difficulty in determining the right level of specificity for measurement, recommending that while determining the most helpful level of specificity is dependent upon the goals of the study, either extremely high general or highly specific levels may present difficulties for researchers. Examining the impact of environment on teacher efficacy would be helpful in finding the improper amount of specificity.

In other words, self-efficacy beliefs are goal-directed, task- and domain-specific, according to Bandura and other efficacy experts (Wyatt, 2014). Teachers believe they are effective at teaching specific subjects to specific students in particular contexts, and it is reasonable to assume that the same teachers will feel more or less effective in other situations. Therefore, in order to be fair and on the safe side, it is necessary to take the educational job and its context into account when reaching an efficacy judgment (Wyatt, 2014).

2.1.6 Concept of Teacher Job Satisfaction

It was well said by Demirtas (2010) that no consensus on what constitutes a satisfying employment. Job satisfaction is the result of the relationship between expectations and actual results. Without fulfillment, no work can be completed efficiently (Nigama, Selvabaskar, Surulivel, Alamelu, and Uthaya, 2018). Job satisfaction is a person's refined attitude regarding his or her position.

The judgment of one's work as accomplishing what makes one's employment value feasible leads to this pleasurable emotional state (Thiagraj and Thangaswany, 2017). Job satisfaction was defined by Locke, as quoted in Thiagraj and Thangaswany (2017), as a happy or pleasurable emotional state resulting from an assessment of one's professional experiences. Going by this, job satisfaction is an evolving phenomenon that is greatly influenced by employee perception and expectations.

Motivated and passionate teachers are the main factors in creating a pleasant learning environment, and as a result, this factor is highly important for upholding the standard of education (Johnson, 2006). Teachers who are motivated are more likely to

inspire pupils to learn in the classroom, boosting the students' academic success. When they complained that teachers and the teaching profession in general had been marginalized in Nigeria, Azi and Augustine (2016) brought out a key factor contributing to teachers' unhappiness in that country. Even their own students no longer treat teachers with the respect they once did in society. The situation must be improved for teachers to regain the essential respect. Even in the communities where they work, teachers in Nigeria are despised. The day when teachers were revered as the society's luminaries and held in high regard by the general populace has long since passed. A significant source of unhappiness is the "relegation" of teachers and the teaching profession. It is a situational influencing variable that this study looked into.

Furthermore, Abaasi (2016) emphasized that several components such as the task's nature, potential incentives, supervision, fringe benefits, advancement, operational guidelines, pay, teammates and communication can be taken into consideration when determining a worker's degree of job satisfaction in an organisation.

2.1.7 Concept of Teacher Expectation of Pupils' Performance

Every immaculate lesson delivery has instructional objectives which the teacher will expect every learner to achieve at the end of his or her lesson. According to Thiagaraj and Thangaswany (2017), teacher's expectations are conclusions they draw about the behaviour or performance in school of their students in the future based on the information they have about them. Depending on the pupils' academic needs, it may be high or low. Every instructor has an inevitable outcome that they anticipate the pupils to attain before the session even starts. The achievement of students in academic tasks can be influenced by teachers' desire. According to Rubie-Davies (2007), teachers' expectations can have an impact on students' achievement because they differentiate their methods of teaching based on their expectations. For example, teachers who have high expectations for their students may teach them more concepts at a faster pace so that they have more opportunities to learn, while teachers who have low expectations may assign them with repetitive and unchallenging work. Teachers may give groups who presumably need greater learning opportunities less of it when they have low expectations for a specific group.

A student's ethnic background, family financial level, or historical performance indicators may all factor into the teacher's expectations. Teachers may set lower standards for some students, offer little to no feedback when a student makes a mistake

(and more encouragement when they get it right), and give pupils less time to respond to questions as a result of these expectations. Tenenbaum and Ruck (2007) submitted that all of these teaching actions can have a detrimental effect on students' academic progress when they are used repeatedly over the period of a school year or several years. Teachers must be aware of the effects of various student expectations and know how to address them, even though they are rarely created intentionally.

When students have low expectations, teachers tend to teach fewer ideas to them and behave in ways that reflect those concepts more slowly than they would with students who have high expectations (Page and Rosenthal, 1990). Additionally, adjustments in teacher expectations may result in adjustments in student performance. When teachers expect it, students often perform well, and when they do not, they frequently struggle. Reality can be shaped by expectations. It affects the methods teachers employ to achieve their educational objectives as well as the skills, effort, and other resources used in the process of instruction and learning. Teachers' actions that conform to these norms are connected with measures of students' academic achievement. Increasing teachers' instructional efficacy raises students' overall accomplishment and decreases the accuracy of teachers' early assessments of which students will or won't succeed. Both participants' positive expectations have a reinforcing influence on one another (Jussim and Eccles, 1992). All students flourish and accomplish successfully when teachers handle them like high performers, assigning them the same challenging academic material, offering the same praise, providing them the same feedback, and using the same standards for genuine effort and results.

Furthermore, teacher expectations have vivid nexus with teachers' behaviour and academic achievements of students. According to a number of studies (Hughes, Gleason, and Zhang, 2005; Brophy and Good, 1970), teachers differ in how they interact with pupils depending on whether they have high or low expectations. Teachers convey their expectations for students, whether they are high or low, both vocally and non-verbally. High expectation students receive more responses opportunities, more challenging instruction, more praise, and interactions from teachers that are more supportive and caring than those of low expectation students (Babad, 1992; Brophy, 1983). Teachers also have a bias in favor of high expectation students when evaluating their work compared to low expectation pupils. The different considerations of students with high and low expectations may, at least in part, be responsible for the effect of teacher

expectations on students' accomplishment. Even within a single teacher's classroom, there are differences in the expectations that are set for pupils.

With teacher expectations influencing interpretations and perceptions, they have a tendency to be self-sustaining. It had an impact on instructors' perception by making them aware of their expectations and making them less likely to notice what they did not expect, as well as their interpretation by having them interpret what they saw in a way that correlated with their expectations. Even when they do not match the realities, some expectations persist. This allows for the persistence of some expectations that are unjustified. Caruthers (2007) proposed that a variety of factors contribute to the formation of expectations for students. These variables include the students' IQ, past accomplishments, and remarks from parents or former teachers. According to Good and Brophy (1986), teacher expectations are also influenced by a teacher's familiarity with a pupil's family, interactions with pupils and overall work habits of pupils. The risk that expectations will become self-sustaining, on the other hand, is one drawback of developing them. Teachers observe what they expect to observe as a result of expectations affecting both perceptions. Teachers might as a result fail to recognize unusual behaviour. It's possible for teachers to interpret what they see differently, leading them to occasionally misinterpret what they see. They continue to understand things at a level that matches what they expect.

2.1.8 Attitude of Pupils with Dyslexia towards Reading

Briol, Falces, and Becerra (2007) described attitudes as broad, consistent judgments that people acquire about other people, concepts, or tasks. As a result, they are crucial to the fundamental psychological functions of memory, concentration, and attention. They also assess people's motivation and effort levels when engaging in an activity, such as reading (Lockwood, 2012; Schiefele, Schaffner, Möller, and Wigfield, 2012). As a result, attitudes have an impact on our behaviour since they can promote or discourage how engaged we are when reading. The effectiveness of the cognitive procedures used can be impacted by these factors in turn. According to Scholl (2002), attitude is a tenable mental propensity or human capacity that influences a particular act or behaviour as well as a state of being feeling or belief about a certain entity, such as particular people, ideas, objects, or groups. According to Gregory (2004), attitude is an acquired cognitive, affective, or behavioural propensity to react favorably or unfavorably to particular things, situations, institutions, concepts, or people. By assisting people in

organizing their vision and attempting to make sense of the outside world, attitudes have assessing features and serve motivational purposes. It is clear that an attitude is a distinct emotion that influences a person's decision, action, or perception of a particular component in a given circumstance. When it comes to developing a positive attitude toward people, things, or ideas, attitude which is just an overview of how people feel—is crucial.

According to Kubiszyn and Borich (1993), attitude measurement can help most classroom teachers identify the reading ability of pupils at the beginning of the school year and might employ methods to best utilize and challenge the turn on students (those with positive attitudes) and to more effectively encourage pupils with negative attitudes to evaluate overall change that may take place in attitude over time, and to determine the effect on students' attitude. Researchers like McKenna, Kear, and Ellsworth (1990) theorized that attitudes influence one's motivation and subsequent accomplishment by increasing the quantity of reading time students engage in. According to research connecting reading attitude to ability, less proficient readers tend to have more unfavorable attitudes than more proficient readers (Parker and Paradis, 1986).

Children that have a good attitude toward reading see reading as an opportunity to form an emotional link with a piece of literature, according to Beers (2003). These pupils are eager to read on their own, discover new authors, explore libraries, continue reading journals, and take part in discussions with other students. They characterize reading as a means of exploring new locales, immersing oneself in a different reality, or conjuring up images of movies. In other words, kids who have a favorable attitude toward reading think that reading is a fun pastime. They are quite fond of it. Additionally, they think that reading is a great approach to acquire the knowledge they need to further their education. The idea of McKenna, Kea, and Ellsworth (1995) in Donaldson (2010), found that those with the highest achievement scores had higher reading attitudes generally, and in turn, has also contributed to the growth of the relationship between students' reading attitude and their reading achievement.

Students with a bad attitude toward reading have fundamentally diverse definitions of reading, according to Beers (2003). Reading, according to some, is just "calling, saying, or looking at words on a page." Even yet, they prefer to select their own novels from a limited selection. They are unfamiliar with the writers and the layout of libraries. They believe libraries are "too big" and have no idea where the best books are

located. So they require assistance in selecting literature. The students who don't like reading think reading is uninteresting because they don't like reading. The aforementioned claim clarifies the connection between students' attitudes toward reading and their reading comprehension abilities.

2.1.9 Home Background of Pupils with Dyslexia

The initial socializing factor, a learner's home setting has a significant impact on later growth and academic performance (Julius, 2014). Children may benefit from exposure to a variety of reading and writing activities, and as a result, variations in home literacy environments affect how well children learn to speak, listen, read, and write. It is often difficult to determine the particular language in which initial reading should be introduced. Furthermore, reading in a second language (L2) requires readers to process text in a bottom-up manner, focusing on surface structure features and building comprehension through analysis and synthesis of this visual input because many of the words the L2 reader meets may be relatively or even entirely unfamiliar. This strains short-term memory. As a result, the automatic word chunking and word combination techniques that he or she employs in his or her mother tongue may become ineffective. In an endeavor to understand how families contribute to children's literacy development, Heath Bishop, Bloor, Boyle, and Fletcher (2014) conducted a thorough literature assessment of the field. They found the following major problems:

Socio-Economic Status (SES) is often assessed using data on parental education, employment status, and/or family income. Willingham (2012) found that since they confront several obstacles to academic performance, children from low socioeconomic level households perform worse than children from high socioeconomic status backgrounds. These challenges can be broken down into two main categories: first, as one might expect, wealthy parents can provide their children with access to more and better educational opportunities. Second, studies conducted in the last ten years have revealed that severe stress, which is faced by children of lower-income parents, is more harmful to learning than previously thought. The concept of socioeconomic status (SES) is intricate and multifaceted. The most crucial aspect of SES's influence on achievement has been given the name "cultural capital." In certain instances, the contrary may be true. Many families today delegate their responsibilities to housekeepers, which frequently endanger the children. This is especially true for working parents who must travel frequently for their jobs as bankers, businessmen, and other professionals.

However, there was a strong correlation between students' academic success and their social condition as youngsters. The present study examines the problems and restrictions that cause studies like these to fail to find relationships as a result of the failure to find a relationship here and thus improve the way the present study collected data (Ejimofor, 2015).

Family History of Reading Difficulties: Reading problems tend to run in families, as has long been understood (Thomas, 1905). With an average prevalence of 38.5%, the frequency of reading difficulties in children of affected parents fell between 23.0% to 62.0%, according to Scarborough, who was mentioned in Moon (2012). This research looked into the familial transmission of reading difficulties. Parental phonological awareness (PPA) affects kids' reading abilities. The evidence supports the idea that there may be a connection between parents' PPA levels and preschoolers' emerging literacy abilities, particularly PA, which is likely to be passed on from parents to children. On the other hand, if the parents or the mother is half baked or totally an illiterate it could be a different story, father may be a politician who has privilege to be in government, living in city where everybody mind their own business, the child in that family may lack the benefit of parent phonological awareness (PA) (Moon, 2012).

Family Structure: The home environment for literacy may also be influenced by family structure. According to McCoyd, who was referenced in Moon (2012), children who live in single-parent households are more likely to be poor and to experience developmental delays. According to Hofferth, Shauman, Henke, and West (as stated in Moon, 2012), moms who work outside the home and mothers who are single have very little free time to engage with learning activities and interactions with their children. In African context, the number of siblings with or without better literacy skills than a subject seems not to have been studied in literature. In Africa, especially Nigeria, where our family sizes tend toward greater than four; this may be a significant factor to consider when assessing home literacy environment's effect on a child's reading and academic achievement in general. Extending this further, the presence of other adults and polygamous family/large family size affects the child's reading achievement. Polygamy affects finances available, to the family. Also polygamous family has a greater tendency to internal strife which may not be resolved easily creating psychological effects on the child (Adeshinwa, 2013).

Parental Involvement: There are several methods that parents can get involved in their child's literacy development. Indeed, there are at least three different types of parental

involvement: involvement at home, participation at school, and involvement at home (Hill and Craft as cited in Moon 2012). Book Reading (a) reading to the child (b) reading with the child as well as (c) listening to child reading.

Mother's Education: According to Mark, who was referenced in Moon (2012), in many nations, a mother's education has a greater impact on a child's ability to read than a father's education. In Nigeria, this could be accounted for by the fact that the mothers are often the ones that work with the child to do home assignments, practice alphabets and also first language acquisition as early as possible. Fathers often do not seem to have the time for the child most especially those fathers whose work demand much of their time like bankers, business men and those whom their works demand travelling always.

Home Literacy Environment (HLE): Home Literacy environment includes: Education of parents, education materials and objects (educational resources, quantity of books at home) educational activities/events/experience in the house and parental attitudes to their child's education as well as encouragement and parental reading habits. The Home Literacy Environment (HLE) is more than just a collection of books and texts; it also needs to be a place where kids read, watch their parents read, engage in joint book-reading activities, learn about book-reading behaviours (which will later ease their transition to school expectations), and build their language skills, which forms the basis for early literacy intervention (Van Vechten, 2013).

2.1.10 Pupils' Attitude to Reading

An attitude is "a learned tendency that behaves in a consistently positive or negative approach with regard to a given object," according to Fishbein and Ajzen as described in Moon (2012). The idea that an ability to read is acquired, according to Lupo, Jang, and McKenna (2017), exhibits the culmination of several encounters throughout time. One's attitude can be described as being on an oscillation from negative to positive at any time during the course of these encounters. Cognitive, emotional, and psychomotor categories have typically been used to categorize attitudes in psychology. The three domains are the cognitive aspect (which deals with the student's comprehensions and beliefs, in this case regarding reading), the affective domain (which deals with the student's feelings and emotions regarding reading), and the psychomotor domain (which, in the context of this study, deals with the student's behaviours and habits related to reading). While the class teacher tends to focus more on the cognitive domain, there appears a neglect of affective and psychomotor domains which should not

be so (Lupo, Jang and McKenna, 2017). A teacher is not only to know the subject matter alone, but the learner attitude and behaviours as well so as to take care of the other roles expected of the child in acquiring knowledge.

Children's views toward reading affect whether or not they read. The comprehension and development of students' reading skills will be hampered if they dislike reading or believe that it is uninteresting. Additionally, attitudes affect students' motivations for reading as well as their attitudes about reading, preparation for reading, and views about reading. The individuals surrounding children, especially those in their immediate family, are widely thought to have an impact on their attitudes. People around the children influence their habits, peer group and visiting friends also have its influence.

As a result, parents who provided stability, a healthy emotional climate at home, and who were attentive, friendly, and interested in their children's behaviour had a direct effect on their children's growth as readers in addition to the home environment. The majorities of mothers who thought reading was fun do read aloud to their kids more often and talked to them more about what they were reading. The overall reading motivation variable reveals a student's perception of his own reading competence, reading engagement, reading curiosities, as well as social attitudes toward reading, such as reading aloud to loved ones or visiting libraries.

One of the most recent factors that affect whether or not someone reads is the medium. There are many similar experiences that readers might have in both print and digital worlds, but there are also numerous distinct affordances. The nature of what, how, and why readers read is fast altering as a result of these disparities. Through a greater understanding of how students see them, the objective of changing circumstances in order to give youngsters a string of pleasant experiences and so create more favorable attitudes can be advanced (Lupo, Jang, and McKennaas cited in Moon, 2012).

2.1.11 Self-esteem of Pupils with Dyslexia

Self-esteem according to Stevick (1990) is the complex of sentiments one has about oneself that influences one's behaviour, affects how one is perceived by others, and motivates one to learn. Branden (2001) separated the two components of self-esteem into self-confidence, which is a feeling of effectiveness, and self-respect, which is a feeling of worthiness. Self-concept, self-competence, and self-efficacy are frequently used interchangeably in literature and many other phrases to refer to self-esteem. Self-efficacy, which is a component of self-esteem, refers to a person's confidence in their

ability to carry out a certain activity successfully and is directly related to task engagement at the outset, perseverance, and success (Bandura, 1997; Branden, 2001). Bandura (1997) stated that increased intrinsic motivation, the capacity to maintain high levels of drive and perseverance in the face of challenges, and improved problem-solving are all factors that contribute to self-efficacy. Accordingly, self-esteem is a result of a person's attitude toward themselves, according to Burns (1979). It implies that a person with a high sense of self is assured. Stress and sadness are frequently visible in those who have low self-esteem. Once the pupils are able to communicate with one another, the learning environment may play a role in boosting a student's self-esteem. It assists kids in developing into productive and confident pupils. According to Schunk (2000) and Hisken (2011), who support the aforementioned perspective, students or people with high self-esteem, are able to effectively complete academic assignments, whereas people with low self-esteem frequently give up when faced with assignments. This shows that tenacity and adaptability were traits of persons with higher levels of self-esteem.

Hamachek (2012) submitted that it is a collection of beliefs and attitudes we hold about ourselves, as well as the features or attributes we use to define oneself. According to Murk (2006), pupil who believes in their learning abilities think that getting good grades and producing high-quality work will help them advance personally and professionally. On the other hand, students who lack confidence in their learning abilities anticipate receiving a poor grade even before they begin an exam or sign up for a course.

A pupil can only perceive what he or she is willing to perceive, which limits his or her experience. Self-concept is a strongly subjective construct, and an individual's purpose can also constrain how they perceive. Thus, the relationship between self and circumstance, or personality and environment, has been translated from experience and purpose. Self-concept factors include the entire collection of a person's biological and psychological characteristics, as well as their behaviour and physical characteristics that have genetic roots. Sex, physical characteristics, cognitive and non-cognitive abilities, and aptitude are all genetic determinants. The way one looks physically affect how other people react to one and how one feels about one. Examples of physical attributes include height, weight, body proportions, and face structure. Competence and worth are two separate elements of self-esteem. The degree to which one views oneself as capable and efficient is referred to as the competence component (efficacy-based self-esteem). The degree to which people believe they are valuable human beings is referred to as the worth component (worth-based self-esteem) (Cast and Burke in Ajayi, Lawani, and

Adeyanju, 2011). Self-concept is significant because it makes a significant contribution to personality development. Social competence and maturity are linked to self-concept because self-concept influences how one feels, thinks, learns, values themselves, engages with others, and, ultimately, behaves (Ajayi, Lawani, and Adeyanju, 2011).

It all comes down to assisting the child in creating an identity, precisely what Jesweak (2015) refers to as the reader's identity, or a sense of being a reader. In school, students develop a sense of who they are as members of a community of scholars, according to Jesweak. According to Johnston (2004), pupils in schools are also acquiring reading skills while also forming their social and personal identities. In terms of a student's life experiences and sense of who they are and who they aspire to be, school surroundings and schoolwork play a significant role (Kaplan and Flum, 2012). According to Andres (2002), the study of language learning has recently become interested in the significance of affective constructs such as anxiety, inhibition, motivation, and self-esteem due to their significant impacts on learning a foreign or second language. Reading has a high emotional influence due to affective elements. Based on their perceptions of themselves, students describe who they are (Brown, 2014).

2.2 Theoretical review

In this section, major theories that are relevant to this study are discussed.

2.2.1 The schema theory

Based on this theory reader's prior knowledge (organised as schemas), meaning can be extrapolated from the text using the constructivist approach to learning known as the Schema Theory. The essential premise is that meaning interacts with the cognitive framework or schemata already existing in the reader's mind and is not limited to the print itself (Sheridan, 1981). As a result, these schemata serve as a "ideational scaffolding," or anchor or framework, on which understanding of newly acquired knowledge from reading is predicated, according to Ausubel (1968).

Pardede (2014) outlined in detail how the learner's background knowledge links with the reading activities and provided an example of how a student's knowledge and prior experience with the outside world are essential to understanding a text. One's ability to understand a book is fundamentally influenced by their capacity to employ schemata, or background information. Schema Theory, as previously stated, is predicated on the idea that readers develop mental frameworks to make sense of novel events as a result of previous experiences. In this context, Anderson (1994) claimed that the process

of activating or creating a schema that offers a coherent account of the objects and events addressed in a discourse constitutes understanding. Therefore, understanding is the result of the reader's thinking combining prior knowledge with new information. Theorists of schemata distinguish between formal schemata, or knowledge of a text's structure, and content schemata. A reader can predict happenings and meaning and draw meaning from a larger context by using his past knowledge of both schemata (Pardede, 2014).

For the purpose of this investigation, the high-level explanation of the schema provided by Hodges, Feng, Kuo, and McTigue (2016) is adequate. When reading, the reader uses prior knowledge of the topic as a basis to process and store newly acquired knowledge. A new piece of information is also added to or evolved into a new schema when it is discovered by the reader. Text-to-text, text-to-self, and text-to-text connections are frequently used in literacy interventions and activities to foster the development of associations in students' minds, connect reading to their everyday lives, and link current texts to prior readings.

Schema theory is relevant to this study in that it suggests that individuals organize and interpret information based on pre-existing mental structures or schemas. In the context of reading achievement among pupils with dyslexia, the teacher's understanding and application of schema theory are crucial. A skilled teacher can employ instructional strategies that align with dyslexic students' cognitive processes, helping them build meaningful connections between new and existing knowledge. Additionally, a positive teacher-pupil relationship fosters a supportive learning environment, enhancing motivation and engagement. Thus, the teacher's awareness of schema theory and effective interpersonal skills are correlated factors influencing reading achievement for pupils with dyslexia.

This theory is relevant in the sense that proficient readers form schemas or mental pictures that aid the reading process. A major reason why pupils with dyslexia have difficulties in reading texts is that they lack schemas. Therefore, teachers must assist PswD to develop schemas so that they will become better readers. The need arises for enrichment of prior-knowledge of PswD. What was difficult to them will no longer be difficult if they can be helped to build schema around the themes of their reading materials.

2.2.2 Bandura's Theory of Self-efficacy

Bandura's social cognitive theory gave rise to his idea of self-efficacy. According to social cognitive theory, environment, personal, cognitive, and behavioural elements interact to produce human behaviour. People's thoughts, beliefs, and feelings have an impact on their behaviour (Bandura, 1997). The environments influence the person's self-evaluation, which is then mediated by personal elements, while the person's behaviour, on the other hand, has an impact on and modifies the environment, so producing a new reality.

For desired results to be achieved, people's perceptions about their capacity for success are crucial. According to the APA (2020), Self-efficacy is the conviction that one has control over one's own driving forces, actions, and social circumstances. In his theory of self-efficacy, Bandura contended that beliefs about two categories of expectations an outcome expectation, or "a person's estimate that a given behaviour results in certain outcomes," and an efficacy expectation, or the "conviction that one can successfully execute the behaviour required to produce the outcome" have an impact on how people behave. This is captured in Bandura's definition of self-efficacy, which is "beliefs in one's capacities to plan and carry out courses of action essential to produce given attainments." The relevancy of this theory is in the aspect of behaviour, and belief about expectation, self-efficacy became stronger if the pupil's belief is positive. The Bandura's self-efficacy theory described four different procedures, influence or sources to be: performance accomplishments, vicarious experience, verbal persuasion, and emotional arousal. All these pull together to shape individual's self-efficacy.

Bandura's theory of self-efficacy is relevant to this study in that posits that individuals' belief in their ability to accomplish tasks influences their performance. In the context of dyslexic pupils and reading achievement, teachers play a pivotal role. When educators exhibit confidence in their teaching strategies tailored for dyslexia, pupils may develop higher self-efficacy in overcoming reading challenges. Positive teacher-pupil relationships, built on encouragement and tailored support, enhance self-efficacy. Teachers who foster a growth mindset and employ effective instructional methods can significantly impact dyslexic students' belief in their reading abilities, thereby positively correlating with improved reading achievement.

2.2.3 Affective Models of Self-esteem: Erickson's Psychosocial Development Theory

The foundation of affective theories of self-esteem is the idea that self-esteem development is cumulative and starts in infancy. The sensation consists of two parts: a sense of belongingness derived from interactions with others and a sense of mastery (not competence) over the child's limited domain of the universe. A helpful starting point for thinking about how these sentiments evolve is Erik Erikson's concept of psychosocial development. According to Erikson, developing feelings of trust with their caretakers is the first tasks of development children encounter. These feelings of trust, which are believed to develop throughout the first year of life, are comparable to the feelings of belonging that are essential to having a high sense of self-worth.

Erikson also exhibited the "autonomy versus shame and doubt" stage. The emergence of a sense of mastery is a component of this phase. Self-esteem grows if the person can successfully settle all the dyadic conflicts encountered at each stage of psychosocial development; if not, a poor sense of self may result. For elementary school students, trust vs. mistrust, autonomy vs. shame and doubt, initiative vs. guilt, industry (competence) vs. inferiority and identity vs. role uncertainty are the stages that have the most impact on the development of self-esteem and, consequently, conflicts that need to be resolved.

Erikson's psychosocial development theory is relevant to this study in that it emphasizes stages of identity formation. In the context of pupils with dyslexia, the teacher-pupil relationship plays a crucial role. During the industry versus inferiority stage, teachers can either foster competence or exacerbate feelings of inadequacy. A positive teacher-student dynamic, marked by understanding and tailored support, can mitigate dyslexic challenges. Nurturing trust and autonomy aligns with Erikson's principles, enhancing a dyslexic student's self-esteem. This fosters environment that is conducive for overcoming reading difficulties, positively correlating with academic achievement. Thus, integrating Erikson's theory into teaching practices can address psychosocial aspects, impacting reading achievement among dyslexic pupils. The component of Erikson's psychosocial development theory describe the impact of social experience across the whole lifespan, when a pupil discover his or her social life right from childhood, that pupil will be a person of positive profile as life goes on. Social interaction and relationships played a role in the development and growth of pupils according to Erikson's theory.

2.3 Empirical Review

In this section, selected empirical researches relevant to the subject matter of this study are reviewed

2.3.1 Teacher Self-efficacy and Reading Achievement among Pupils with Dyslexia

Alrefai (2015) looked at the factors that affect teachers' perception of efficacy in terms of their ability to teach reading to pupils with dyslexia and their sense of teacher efficacy. Additionally, the association between students' achievement and instructors' sense of efficacy in mathematics and science for the fifth grade was investigated. The number of years with teaching experience and highest degree of the teachers were two aspects that were looked at. 62 math and science instructors from three Northwest Arkansas school districts were among the participants. A substantial variance in teachers' efficacy beliefs was discovered when comparing fifth-grade math and science teachers' beliefs based on their highest college degrees. Compared to teachers with master's degrees, teachers with bachelor's degrees were more effective overall. Also, an analysis of the three subscales of teachers' efficacy (classroom management, student engagement, and instructional strategies) found a significant difference in teachers' efficacy for two of the three variables. This was done to see if there were any differences between the efficacy thoughts of mathematics and science teachers. However, no variations in teachers' efficacy were discovered when looking at their feeling of efficacy based on their teaching experience. The results of a correlation study showed that there was no connection between kids' performance on the standardized test in math and science and the efficacy of fifth-grade teachers.

The conclusions of the present study should be used to alert administrators and other academics of the significance of teachers' sense of efficacy in raising pupils with dyslexia's accomplishment. The Coladarci (1992) study is intriguing since it shed light on several elements that influence teachers' efficacy. The study looked at how successfully 170 instructors responded to the hypothetical question, "Suppose you had to do it all over again: In view of your present knowledge, would you become a teacher?" by predicting their replies based on their sense of efficacy and other theorized factors on commitment to teaching. Along with the teacher-to-student ratio, school culture, and sex, efficacy in general and in one's own life emerged as the two best indicators of teaching commitment. Teaching commitment was also higher for female teachers. Though these factors are not directly relevant to this study, they tend to be associated with higher levels of general and personal efficacy, teaching in schools with fewer students per

teacher, working under a principal regarded favorably in terms of leadership in education, school support, decision making, and relations with students and staff.

In the context of school level and teacher position, Lev, Tatar, and Kolowsky (2018) investigated the relationship between teacher self-efficacy and students' evaluations of their school instructor. Information was gathered from 111 teachers and their 2,500 junior- and senior-high school pupils. At the start of the school year, instructors reported on their own efficacy beliefs, while students evaluated their teachers at the conclusion of the year. The research's reliance on a small number of classes prevented it from doing further in-depth analysis. In order to better understand the relationship between the teacher and the pupil's perceptions, future study should take into account other personal and/or contextual factors. This study investigates into how teachers see their capacity to improve student performance in relation to how their pupils see them as performing as teachers.

In their 2012 study, Adu, Tadu, and Eze looked at how teachers' levels of efficacy affected students' academic achievement in a few secondary school subjects in Southwestern Nigeria. The study used an ex-post facto descriptive survey design. The study's participants were teachers and secondary school students from southwest Nigeria. Using a multi-stage random selection process, the study's sample was selected from 61 schools, 1,612 teachers, and 5,100 students. The Teachers' Self Efficacy Questionnaire for Teachers ($r = 0.94$) and the Students' Achievement Test ($r = 0.81$ for English Language, 0.86 for Mathematics, 0.74 for Economics, 0.66 for Government, and 0.69 for Biology) were used to collect data for the study. At a significance threshold of 0.05 , one hypothesis was tested. The data were examined using both descriptive and inferential methods. ($r = 0.38$; $P 0.05$) The research found a positive relationship between teachers' self-efficacy and pupils' academic success. Consequently, school culture (teacher self-efficacy) was a strong indicator of how well children would achieve academically in a few secondary school subjects.

2.3.2 Teacher Job Satisfaction and Reading Achievement among Pupils with Dyslexia

Teacher job satisfaction with relation to reading achievement has been captured by many scholars locally and internationally. In Nigeria, Gesinde and Adejumo (2012) studied into the amount of job satisfaction among primary school teachers in Ota, Ogun State. Two hundred and thirty-eight teachers (males 95 and females 143) randomly

selected from twenty (20) primary schools from public and private schools participated in the survey. An adapted version of Job Satisfaction Survey by Bellingham 2004, was employed for data generation. Data collected were analyzed using simple percentage, one-way analysis of variance, and t-test-statistic. The results of the two research questions and two research hypotheses indicated that greater percentage of teachers (52.9%) were very satisfied with their job while it is also evident that female teachers were very happy with their job than male teachers. Further investigation revealed that while there were substantial differences in age groups and educational attainment, there was no significant difference existed on the basis of gender. In light of these findings, it is crucial for school administrators to prevent teachers from becoming dissatisfied with their work by failing to constantly provide enabling environment.

Teachers in private and public schools were compared for job satisfaction by Nigama, Selvabaskar, Surulivel, Alamelu, and Uthaya (2018). In the Thanjavur area of India, 50 respondents from a private school and 50 from a government school took part in the study. Self-structured questionnaires on a 5-point Likert scale (from strongly disagree to strongly agree,) was used to collect the data. On comparing the job satisfaction level between private and government school teachers, it was found that there was no significant difference in their level of satisfaction irrespective of gender. A few of the limitations observed for the research were: study was based on data collected from only Thanjavur district hence limited sample size, Some of the replies from the respondents may be biased, the use of questionnaires as the principle method of getting information may have some drawbacks.

Demirtas (2010) sought to determine the degree of job satisfaction among elementary school teachers. The survey model was used to design the study. Utilized was the Teaching Satisfaction Survey (TSS). The results showed that instructors generally had high levels of job satisfaction. There was a significant difference in averages according to age. The greatest averages are found in the age range of 36 to 40. The age group of 41 and older, however, has the lowest averages. Regarding the professional seniority and the field of teaching factors, there were no appreciable variations. The fact that teachers have very high levels of job satisfaction has a beneficial impact on the success of educational goals. It is believed that a school with highly satisfied teachers will provide a high-quality education and raise successful children.

McWherter (2012) aimed to investigate how teacher and pupil satisfaction affected academic performance. In order to ascertain whether there was a link between

student accomplishment and teacher and student satisfaction levels, the study looked at the elements that both influence these groups. The contributory factors found in this study included those that may be altered or managed in the educational setting. To help find potential contributors to teacher and student satisfaction, Maslow's hierarchy of wants from 1943 was used. The participants in this quantitative study were high school students from a small town in the south of the United States. The respondents in this study were analyzed based on how much time they spent in either honors or general education classes over the academic year. These groups were selected due to the disparity in EOC success rates between students enrolled in honors courses and those enrolled in normal education courses. In this study, pass/fail rates on the EOC exams were used to measure students' achievement. To assess the elements that affect satisfaction and total satisfaction levels for both teachers and students, this study used electronic surveys (online Survey Monkey). This method guaranteed participant anonymity. In the school, 41 of the 54 teachers agreed to take part in the poll, and 263 of the 436 pupils who were available did as well.

A 21-item survey was given to the professors, while an 18-item survey was given to the students. A correlation between pupil achievement and either teachers' or students' levels of satisfaction was not found, according to the data analysis results. Even though this study was unable to establish whether higher levels of satisfaction were related to greater levels of achievement on course-ending assessments, there were a number of characteristics that affected the teacher as well as the pupil satisfaction. The study's findings also showed that building level satisfaction is a common occurrence among teachers and students, regardless of the curriculum level in which one is participating. Additional study including additional schools is required to support a degree of general satisfaction as well as a relationship between contentment and success. The takeaway from this study is that you need a sizable sample to acquire conclusive results.

The question of whether teacher job happiness boosts student achievement or whether the benefits to kids from having contented teachers vary with the overall school culture was explored by Benerjee, Stearns, Moller, and Mickelson (2016). They aimed to respond to two research issues in this study: (1) Is there a link between elementary school children' improvement in math and reading and teacher job satisfaction? (2) How do organisational cultures in schools affect the link between rising student achievement and teacher job satisfaction? They used data from the Early Childhood Longitudinal

Survey to examine these issues and found that school culture and teacher job satisfaction interact to influence students' performance in both math and reading.

Using stress as a mediating factor, Dorozynska (2016) researched the connections between work satisfaction and the management of the school and the interactions between teachers and pupils. Using information acquired in 2011 from Swedish primary school teachers who participated in a long-term study conducted by the Gothenburg University's 1998 evaluation through Follow-Up cohort, the degree and direction of these associations were evaluated. The relationship between job satisfaction and stress, teacher-student relationships, and school administration was examined using a bivariate correlation analysis. The results showed that teacher job satisfaction was negatively correlated with stress, the factor attributes of discipline issues (a student-teacher relationship attribute), and a lack of social support (a school management attribute), while teacher job satisfaction was positively correlated with the school environment attributes of good teacher-student relationships and support from school administration. Social and economic factors had little effect on the zero-order correlations. The study has filled a knowledge gap in the empirical literature by connecting stress and psychosocial factors in the school environment, particularly characteristics of teacher-student relationships and school management, to teachers' job satisfaction. The study may aid school leaders in retaining teachers and boosting their job satisfaction by highlighting issues related to the school environment that they should be aware of.

According to Saiti and Papadopoulos (2015), job satisfaction is influenced by the personal traits (gender, age, years of experience, and educational level) of primary school teachers. 360 non-randomly chosen primary school teachers in Athens, Greece, made up the study's sample size. Ejimofor (2015) also looked at the connection between low-income kindergarten students' academic success and teachers' job satisfaction, professional development, and advancement. The goal of the study was to answer questions regarding instructors' job satisfaction and whether their feelings had an effect on young children's academic progress. If the predicted satisfaction-achievement link is moderated by teachers' professional development and children's socioeconomic position is also a matter of study.

These connections were examined in the kindergarten year using a student sample that was nationally representative. The findings showed that there was no significant relationship between kids' academic achievement and instructors' overall job satisfaction. Academic achievement of kids and teachers' professional development were

not shown to be significantly correlated. However, there was a strong correlation between students' academic success and their social condition as youngsters. Since no correlation was found in this instance, the present study was prompted to analyze the problems and restrictions that similar studies have that prevent them from discovering correlations and thus enhance the manner this study collected data.

2.3.3 Teacher Expectation of Performance and Reading Achievement among Pupils with Dyslexia

Trouilloud, Sarrazin, Martinek, and Guillet (2002) investigated the relationship between teacher expectations and pupil achievement in physical education classes in light of three complementary hypotheses they developed regarding teacher expectations on reading achievement among PswD. According to their research, instructor expectations affect student achievement because they can lead to self-fulfilling prophecies, perceptual biases, or correct predictions of student performance without really affecting it. Jussim (1989) investigated how students' perceptions of their abilities affected teacher expectations. 173 pupils and seven lecturers provided study data. Path analysis demonstrated that lecturer expectations had no biasing impact on teacher judgments, had no self-fulfilling effects and only weakly predicted student achievement. The findings also provide support for the mediation function played by students' perceptions of their own abilities in the validation of teachers' expectations.

De Boer (2010) discovered that while negatively biased expectations have a negative impact on future student careers, favorably biased expectations have a favorable impact on student accomplishment. Low achievers, kids from low-income households, and members of minority groups appear to be particularly vulnerable to the harmful consequences of unfair teacher expectations. According to Rubie-Davies (2010), teachers' typical levels of expectations for their pupils in the classroom varied, and this was mirrored in their instructional behaviour. High expectation teachers spent more time developing a framework for their pupils to learn, provided additional input, questioned their students using higher order questions, and more effectively managed the way their pupils behaved in compared to teachers with low levels of average expectations. According to the findings of the research mentioned above, it indicates that these children were given less opportunities to learn by teachers who had lower expectations for their class as a whole or for particular (groups of) students.

Dweck (2010) observed numerous 7th graders in New York City. In this study, children with teachers who had a fixed mindset made little development over a two-year period, whereas students with professors who had a growth mindset developed to become moderate or high performers. This study also showed that adults with the fixed-mindset had a propensity to make snap judgments, categorizing people right away. This indicated that once people have made a determination about someone's ability or lack thereof, they are not highly receptive to novel knowledge to the contrary. According to Dweck, when teachers or principals determine that a particular student or teacher is not capable, or both, actions may not be done to ensure that they reach their full potential. According to McKown and Weinstein's (2008) research, teachers' expectations for Latino or African American students were lower than those for White students who had achieved similarly. When compared to success, instructors' expectations for New Zealand's European and Asian students were high, but not for the country's native Maori, according to a research by Rubie-Davies and colleagues (2006). Even though Maori students outperformed Pasifika students in terms of achievement, Pasifika students (Tonga, Samoa, Niue, and Fiji) still had higher expectations than Maori students.

2.3.4 Attitude towards Reading and Reading Achievement among Pupils with Dyslexia

According to the findings of the 2001 Progress in International Reading Literacy Study, low achievement is not always correlated with negative attitudes toward reading. It implies that pupils' attitudes are not always responsible for their low reading achievement. In the United Kingdom, ten-year-olds' high achievement levels cannot be revealed by attitude. In contrast to pupils in other nations, similar pupils had somewhat negative opinions regarding reading. According to McKenna and Kear (1990), pupils' attitudes about both academic and leisure reading deteriorated over the course of elementary school. This study revealed that low-ability kids' attitudes across grade levels had significantly decreased.

Tunde-Awe (2014) investigated the relationship between reading attitudes and reading comprehension performance of secondary school students in Kwara State, Nigeria. The results showed that a total of 65.75% of the students had a generally negative attitude towards reading: 61.13% of them performed well only at the literal level of reading; 38%; 60% and 65.87% at the inferential, evaluate, and creative levels, respectively. Also, there was a very high, positive, and significant correlation between

the students' reading attitudes and their reading comprehension. These findings clarified that students' unfavorable attitudes about extended reading could result in poor reading comprehension, which could then result in poor English language proficiency. To better understand how affective and cognitive aspects interact for students with different reading abilities, Lupo, Jang, and McKenna (2017) looked at the relationship between teenagers' reading attitudes and comprehension. 202 ninth students were given the Survey of Adolescent Reading Attitudes and a comprehension competence test. The results showed that attitudes toward reading for pleasure in print and reading achievement had very weak associations. There were only weak relationships between views toward scholarly digital and printed texts and reading proficiency.

There are disparities in reading proficiency between people who say they enjoy reading a lot and people who say they do not. The association between attitude and reading ability, according to Petscher (2010), is moderate (range from 0.20 to 0.40), and it is stronger in early childhood schooling than in secondary education. In first grade, McGeown, Johnston, Walker, Howatson, Stockburn, and Dufton (2015) discovered that attitude was even a predictor of reading achievement as determined by word recognition in children aged six and seven. According to Nurmi and Aunola (2005), improved reading ability did not correspond to first- and second-graders' positive attitudes. In their sample of second graders, Merisuo-Storm and Soininen (2014) agreed that this association did not exist. Chapman and Tunmer (1995, 1997) measured reading ability with de-codification tasks and used a mixed scale to study attitudes and reading self-concept. They found that attitudes and reading competence were related in second and third grade students, though more so in the latter. However, McGeown (2015) did link attitude to first-graders' reading proficiency.

Similar to this, Andriani (2005) examined the relationship between students' reading attitudes, vocabulary mastery, and reading comprehension achievement of students in Palembang's public technical vocational schools. Her research showed a 0.62 link between students' reading attitudes and their success in reading comprehension. It denotes that the correlation between the two variables is sufficiently strong. She continues by saying that children's reading comprehension achievement will increase in direct proportion to their reading attitude and vocabulary proficiency. The study by Suri (2007), in which the correlation coefficient between those variables was 0.589, also revealed a similar finding that there is a correlation between reading attitude and reading achievement. It meant that the correlation between the two variables was sufficiently

strong. Sallabas (2008) examined the connection between reading attitudes and reading comprehension abilities in eighth-grade secondary school pupils. The results showed a weak relationship between students' reading comprehension abilities and attitudes and academic accomplishment.

2.3.5 Self-esteem and Reading Achievement among Pupils with Dyslexia

Rosalina and Nasrullah (2019) looked into the relationship between pupils with dyslexia students' reading comprehension and their sense of self-worth. The population consisted of English department students at ULM during the 2018–19 school year. 35 students that participated in the reading program were involved in the data gathering. The outcome demonstrated that the significance tailed r of the initial calculation was .0457 with $p < 0.006 < 0.05$. The significance level was below 0.05. Accepted was the hypothesis that there is a strong relationship between students' reading comprehension and their sense of self-worth. According to Kaniuka (2010), there isn't much proof that boosting a student's self-esteem can improve their academic performance. In contrast, those who performed academically well in his research of elementary school kids had more favorable views toward reading and higher levels of reading-related self-esteem. Suharmanto (2006) looked at the relationships and patterns between a few particular affective elements that have an impact on students' EFL reading comprehension. Hisken (2011) looked at the relationship between students' self-esteem and their academic success, reading level, and ability. The University of Central Missouri library and online databases were used to compile papers and prior research on subjects of self-esteem, reading proficiency, reading level, and academic accomplishment for this study. According to the study, self-esteem is positively correlated with reading proficiency, reading level, and achievement in school. Success in reading and other subjects had a favorable impact on students' feelings of self-esteem. Students that have strong self-esteem tend to set greater objectives for themselves and are more ready to keep trying even after failing.

Furthermore, having a high sense of self-worth may provide students the courage to confront challenging circumstances and the fulfillment of seeing their efforts pay off. According to Murk (2006), pupils who are confident in their learning abilities think that getting good grades and producing high-quality work will help them advance personally and professionally. On the other hand, students who lack confidence in their learning

abilities anticipate receiving a poor grade even before they begin an exam or sign up for a course.

2.3.6 Home Background and Reading Achievement among Pupils with Dyslexia

In their 2017 study, Costa and Araujo looked at the connections between reading proficiency of students and school features in nations with various reading proficiency levels in the fourth grade. Denmark, Sweden, and France's data were used from the Progress in International Reading Literacy Study (PIRLS) 2011, and the multilevel analysis comprised the student/home and school levels. The findings demonstrated that reading scores across all nations are correlated with students' early literacy abilities, parental literacy practices and resources and reading behaviour. Bevel and Mitchell (2012) conducted a study with the aim of examining how home socioeconomic status and elementary reading achievement (ERA) relate to one another.

It was found that socio-economic status has slight moderating contribution to reading achievement. Kennedy and Throng (2010) looked at how the literacy environment at home affected readers' motivation and understanding. The results showed that parents' reading activities, which demonstrate their importance of reading, had a significant impact on the literacy environment they foster in their kids. By incorporating elements of Carroll's model of school learning, Van Staden (2013) looked at home background as a correlate of reading literacy ability among Grade 4 pupils in South Africa. The report uses pre-Progress in International Reading Literacy report (pre-PIRLS) 2011 data, which shows that Grade 4 student performance in South Africa was 461 (SE=3.7), much below the international center point of 500.

Iyioke (2008) made an effort to determine how home background affected reading proficiency in junior secondary schools in the Nsukka Education Zone. A purposeful sample of 200 JSS 1 pupils was taken. The findings revealed a large disparity between the mean accomplishment scores of the pupils from rich homes and those from less privileged homes.

2.4 Appraisal of Literature

The literature affirmed the influence of teacher factors: self-efficacy, job satisfaction and expectation of pupil performance in reading and reading achievement among pupils with dyslexia in the Minna Metropolis, and pupil factors: attitude to learning reading, home background and self-esteem on pupils in reading and reading

achievement among pupils with dyslexia in the Minna Metropolis, in some cases findings were mixed and non-equivocal. However, there appears a substantial consensus in literature on influence of these factors on how well pupils with dyslexia can learn and become proficient at reading. However, theoretical and empirical literature on personal factors of teachers and pupils has shown an excessive concentration on the individual elements of personal factors (job satisfaction and self-efficacy). There has been no concerted effort to integrate these and build the composite subject of personal factors with the same seal as shown for individual elements.

Furthermore, even among the individual elements, there seems to be a preponderance of both theoretical and empirical research effort in regard to self-efficacy, job satisfaction to the detriment of other personal factors like teacher expectations of pupils in reading achievement and pupil self-esteem. In fact, it appears research on self-esteem has taken a leave since the late 1990s when it burgeoned. This study can therefore be regarded as an exploratory study which can pave way for series of other related researches.

2.5 Conceptual Framework

The independent variables in this study are teacher factors such as teacher self-efficacy, job satisfaction and expectations of pupil's performance and pupil factors such as home background, self-esteem and attitude to reading, while the dependent variable is reading achievement among pupils with dyslexia.

Conceptual framework

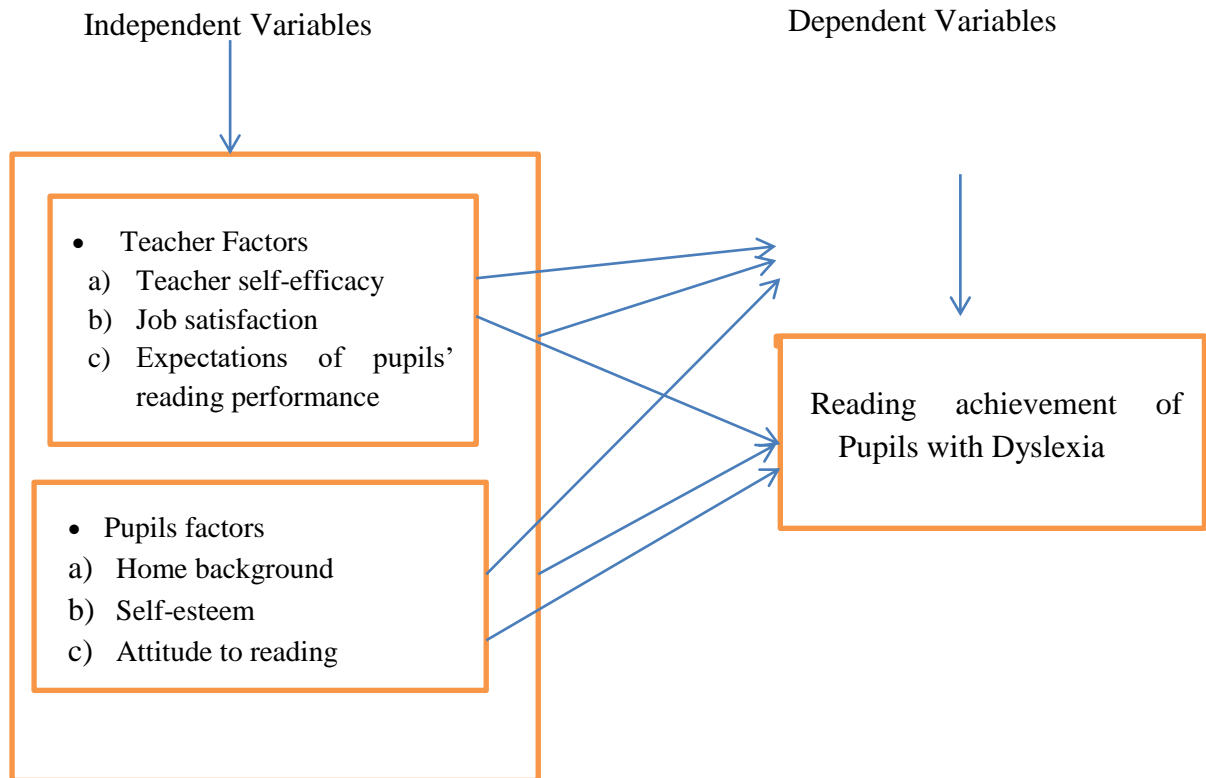


Figure: 2.2 Conceptual framework of teacher and pupil factors with relation to reading achievement of Pupils with Dyslexia (PwsD)

(Source: Researcher 2021)

The aforementioned conceptual framework clarifies the methodology used to conduct the study on the influence of reading achievement; the six independent variables (teacher self-efficacy, expectations on pupil's performance, job satisfaction, pupil home background, self-esteem and attitude to reading) were not manipulated as they may have relationship with the pupil's reading achievement. The dependent variable which is reading achievement of Pupils with Dyslexia in the Minna metropolis describes the expected outcome which is the ultimate goal of the study.

CHAPTER THREE

METHODOLOGY

The methodological approaches of this study are presented in this chapter. These include population, sampling procedures, instruments, validity, and reliability, as well as location, method of data collecting, administration of the instrument, and data processing techniques.

3.1 Research Design

The sequential mixed methods design was employed in this investigation. With the use of this design, the researcher was able to analyse the link between independent and dependent variables of the study as well as interview a number of teachers' in-depth to learn more about the investigation. The quantitative dimension of the study involved the determination of the relationship between the independent variables (teacher self-efficacy, job satisfaction and expectation of pupils' performance in reading, pupil home background, self-esteem and attitude towards reading) and dependent variable (reading achievement among pupils with dyslexia). The qualitative aspect involved conducting in-depth interview with 10 most experienced teachers of pupils with dyslexia in the Minna Metropolis. The focus of the interview was on the nature of dyslexia, the attitude of pupils with dyslexia to reading and the challenges associated with teaching pupils with dyslexia and ways to improve the reading achievement of pupils with dyslexia.

3.2 Population of the Study

All primary six pupils and their teachers were the population of this study. There are 43 public primary schools in the Minna Metropolis. The population of primary school pupils and their teachers as at 2021 was 25,082 Appendix XII.

3.3 Sample and Sampling Technique

Two hundred and fifty-four (254) pupils with dyslexia and fifty-nine (59) teachers of pupils with dyslexia sampled across 27 primary schools in the three Local Government Areas (LGAs) in the Minna Metropolis were the sample of this study. The multistage sampling procedure was adopted in the following stages:

Stage one

The first stage involved total enumeration of the three Local Government Areas in the Minna Metropolis. The Minna metropolis comprises three Local Government Areas namely, Chanchaga, Bosso and parts of Paikoro.

Stage two

The second stage involved using the ballot method of the simple random sampling technique to sample nine schools each from the three Local Government Areas; making a total of 27 schools from the selected Local Government Areas.

Stage three

Purposive sampling technique was used to select 540 pupils who are low achievers in their schools using their scores in three core subjects which are Mathematics, English Language and Social Studies. These pupils were subjected to Slosson Intelligence Test as well as the Niger Reading Inventory. This enabled the researcher to select 254 pupils with dyslexia. This sampling technique was used in order to ensure that the population is adequately considered. Teacher selection involved fifty-nine (59) Primary Six teachers who had pupils with dyslexia in their classes.

Stage four

This stage involved the use of purposive sampling technique to select 254 pupils with dyslexia from 27 schools, and 59 Primary school teachers of pupils with dyslexia from 27 schools were also purposively selected.

The distribution of sample is shown in Table 3.1.

Table 3.1: Distribution of sample size after screening

S/N	Schools at various LGAs	Number of selected pupils	Number of Teachers
Bosso LGA			
1	Yahaya Bawa P.S Bosso	10	2
2	Maitumbi P.S Minna	10	3
3	Army Children School Minna	10	3
4	Tudun Fulani Primary School	10	2
5	Jikuchi Primary School	9	2
6	Birigi Primary School	9	2
7	Chanchaga primary School	9	2
8	Shango primary School	9	2
9	Garatu primary School	9	2
	Sub-total	85	20
Chanchaga LGA			
10	Limawa Model Primary School Minna	10	3
11	New Tunga Primary School Minna	10	2
12	UBE Anguwan Kaje Primary School Minna	10	2
13	Tunga North Primary School Minna	10	2
14	123 Primary School	9	3
15	Dutsen Kura Primary School	9	2
16	Kuyanbana Primary School	9	2
17	IBB Primary School	9	2
18	UBE Anguwan Kaje Primary School	9	2
	Sub-total	85	20
Paikoro LGA			
19	Korokpa Primary School, Minna	10	2
20	Kampanin Bari Primary School, Minna	10	2
21	Central Primary School, Paiko	10	2
22	Zubairu Primary School, Paiko	9	2
23	Central Primary School, Kwakuti	9	2
24	Central Primary School, Kafin Koro	9	2
25	Central Primary School, Baidna	9	3
26	Pago Primary School, Pago	9	2
27	Bakajeba Primary School	9	2
	Sub-total	84	19
	Grand total	254	59

Source: Field Survey (2021)

3.4 Instrumentation

Ten instruments were used for data collection. All instruments were validated and reliability index were also reported, the procedure for administration of instruments were fully explained under description of instruments..

- (i) Slosson Intelligence Test Revised (SIT-R3)-Screening Test for IQ levels
- (ii) Niger Reading Inventory (NRI)-Screening for Dyslexia
- (iii) Teachers' Sense of Efficacy Scale
- (iv) Minnesota Satisfaction Questionnaire (MSQ)
- (v) Teacher Expectations Scale (TES)
- (vi) Home Background Questionnaire (HB)
- (vii) Rosenberg Self-Esteem Scale (RSES)
- (viii) Reading Attitude Scale (RAS)
- (ix) Reading Achievement Test (RAT)
- (x) Oral Interview Guide for Teachers of PswD (OIGTPD)

Description of Instruments

1. Slosson Intelligence Test (SIT-R3)

In 1961, Slosson created and validated the Slosson Intelligence Test (SIT). It was created and set up as a broad intelligence test. SIT was modified and certified to fit the African culture, despite being a foreign test. To suit the participants' culture, for instance, specific words and things were modified without affecting the content validity. The test was utilized by Ayodele (2010), Agboola (2002), and Udeme (2017), who all found it to be helpful and appropriate for usage in Africa. Slosson based his test on the 1960 revision of the Stanford Binet (SB) intelligence test to create it and prove its validity. Concurrent validity coefficients, which ranged from 0.90 to 0.98, were determined independently for each age group. Slosson (1961) came to the conclusion that SIT and its criterion, the SB, correlated in the same way as the SB correlated with itself. According to Adediran (2013), the STI's validity and utility considered to be widely recognized due to the instrument's strong content validity and test-retest validity of 0.86.

2. Niger Reading Inventory: It is a researcher developed instrument administered to screen participating pupils for dyslexia. It was built, tested and established. Its validity and reliability was ascertained. Validity coefficients that were simultaneously determined individually for each table ranged from 0.90 to 0.98. It is for identification of

PswD. It is a three (3) parts inventory with two (2) parts self-constructed and one (1) part adopted (Umolu's Reading List). It consists of a word list adopting Umolu's List of High frequency words for Nigerian children, a self-constructed Nonsense word reading list consisting of twenty (20) Nonsense words, a reading passage with miscue scoring and comprehension questions. It consists of two (2) short paragraphs. Pupils read the passages aloud, while two (2) scorers (research assistants) listen to them. The pupils were assessed on reading fluency. For the fluency assessment, they were scored using a self-constructed score sheet. One scorer follows the reading participants and notes words on which there are errors (miscues) by underlining the words and placing a sign above the underlined words to indicate the error. The other assessor, a backup assessor (also a research assistant) follows the pupils' reading also to score with an alternative tool – a Passage Reading Miscue Tally Sheet (PRMTS). Fluency Assessment Score, FAS from main assessor and that of the backup assessor was correlated to determine the pupils' fluency score (Appendix II).

3. Teachers' Sense of Efficacy Scale: The Tschannen-Moran and Woolfolk Hoy (2001) scale was adapted for use in this investigation. Because it evolved at the Ohio State University, the TSES is also known as the Ohio State Teacher Efficacy. This scale contains 24 items. The scale is divided into three sections: student engagement (8 items), classroom management (8 items), and efficacy in teaching strategies (8 items). The scale has a coefficient alpha of 0.94 as obtained by the developers. Many researchers have made use of this scale to measure teacher self-efficacy and these researchers confirmed its validity and reliability. For instance, Putnam (2012); Tanniseven (2012) and Heneman, Kimball, and Milanowski (2006) used this instrument in their studies and found that it has high psychometric properties. The present researcher adapted this scale in that the nine-point scale was modified to five points to suit the purpose of this study.

Also, the original scale is not grouped into the subsections but the present researcher has grouped the items into the appropriate headings based on the information in the Tschannen-Moran and Woolfolk Hoy (2001) long form factor analysis. Certain questions were also modified based on the need of the study. For example, a question (Item 13) that reads was changed from "How well can you keep a few problem students from ruining an entire lesson?" to "How well can you keep a few students with behavioural difficulties from ruining an entire lesson?"

Face and content validity were done by showing the instruments to three experts in education in addition to the researcher's supervisor. They were required to review the questionnaire items in line with the objectives and research questions for this study, with particular reference to clarity of language, absence of implicit bias in the items and comprehensiveness of coverage of the questionnaire items. Their comments and corrections were incorporated into the final draft of the questionnaire which was used in the field for data collection. The instrument was pilot tested on a sample of twenty (20) randomly selected teachers and twenty (20) randomly selected pupils with reading difficulties in the Minna Metropolis selected from schools not included in this study. Then the Cronbach's alpha was computed and the reliability coefficients of $r = 0.94$ was obtained. This was adjudged as appropriate (see Appendix III).

4. Minnesota Satisfaction Questionnaire (MSQ): The researcher adopted this questionnaire as no modifications were made to it. The Minnesota Satisfaction Questionnaire (MSQ), developed by Weiss and his Colleagues at the Work Adjustment Project, University of Minnesota, is intended to address particular information on the characteristics of a person's employment in much more detail than only the extrinsic and intrinsic problems surrounding a job. It stresses more on general job satisfaction. This instrument also measures the vocational needs of employees, and has been readily used for counselling purposes. Information concerning job reinforces are obtainable from this instrument.

As a widely used questionnaire the MSQ has also been used by scholars on the African soil such as Adigun (2020, with a Cronbach's alpha of 0.83), Emoja (2016) and Appiah-Agyekum, Suapim and Peprah (2013). The Minnesota Satisfaction Questionnaire, 20-item (Long Form, 1967 version) was selected. It measures teacher job satisfaction on a 5 point Likert scale of 5 = 'Extremely Satisfied', 4 = 'Very Satisfied', 3 = 'Satisfied', 2 = 'Somewhat Satisfied', and 1 = 'Not Satisfied'. Respondents need between 15 to 20 minutes to complete the instrument (Appendix IV).

Face, criterion and content validity were done by showing the instruments to three experts in education in addition to the researcher's supervisor. They were required to review the questionnaire items in line with the objectives and research questions for this study, with particular reference to clarity of language, absence of implicit bias in the items and comprehensiveness of coverage of the questionnaire items. Their comments and corrections were incorporated into the final draft of the questionnaire which was

used in the field for data collection. The instrument was pilot tested on a sample of twenty (20) randomly selected teachers and twenty (20) randomly selected pupils with reading difficulties in the Minna Metropolis selected from schools not included in this study. Then the Cronbach's alpha obtained after computation of the reliability coefficient was $r = 0.083$.

5. Teacher Expectations Scale: To measure the teacher expectations of pupils' performance, The Teacher Expectations Scale by Gallahar (2009) was adapted by the researcher. The survey should be finished in around 30 minutes. An examination of the research on the characteristics of teachers that may have an impact on pupils' performance served as the basis for the survey's questions. Teachers assessed the compilation of questions after it was designed as a measure of the validity of the instrument, according to Gallahar. To reduce the number of items and examine the construct validity and reliability of the instrument, Gallahar (2009) conducted a pilot study. The participants in Gallahar's study were arithmetic students at Summit Middle School in Peak County, which is in northeast Alabama.

A total of 98 pupils took part in the pilot project. Reviewing item-to-total correlations served as the starting point for the investigation of the instrument's psychometric characteristics. The instrument was stripped of items that did not significantly correlate with the final score. 18 items were removed as a consequence of this preliminary investigation. After this rejection, the main elements factor analysis with varimax rotation was used to investigate the instrument. Initial studies resulted in the removal from the instrument of items loading on more than one factor and those with factor loadings lower than .40. Following survey validation, 22 items—measuring student equality, the classroom environment, student engagement, and classroom management—measured teachers' expectations and perceptions connected to their students' reading proficiency.

Williams (2012) made a few modifications to the questionnaire items to fit the aim of his study. For example, the statement "My teacher expects the same from boys and girls" was changed for teachers to read, "I expect the same from boys and girls." Some statements did not need to be changed, such as "Boys and girls should behave the same," which remained the same. The Teachers Expectation Scale is offered with the following structure: The following numbers refer to how pupils are treated equally: 1, 4,

10, 11, 15, 20, the classroom environment: 3, 6, 9, 13, 18, 22, the interaction with pupils: 2, 5, 8, 16, 17, and the classroom management: 7, 12, 14, (see Appendix V).

Face and content validity were done by showing the instruments to three experts in education in addition to the researcher's supervisor. They were expected to evaluate the questionnaire items in light of the study's objectives and research questions, paying particular attention to the language's clarity, the absence of implicit bias, and the breadth of the material covered by the questions. The questionnaire that was utilized in the field for data collecting included their changes and comments in its final draft. The instrument was pilot tested on a sample of twenty (20) randomly selected teachers and twenty (20) randomly selected pupils with reading difficulties in the Minna Metropolis selected from schools not included in this study. The Cronbach's alpha was computed and the reliability coefficient of $r = 0.85$ was got by the researcher.

6. Home Background (HB) Questionnaire: The Home Observation for Measurement of the Environment (HOME) questionnaire, developed by Caldwell and Bradley in 1984, was the basis for this one. It was designed to measure the emotional support and cognitive stimulation that children receive at home, through planned activities, and in the context of their families. This instrument was designed to measure the status of the home in terms of location, parent's/guardians education, profession and socio-economic status as well as other siblings within the home. It is also designed to determine how supportive or otherwise a home is to the development of the pupil with mild intellectual disability leading to a healthy psychological well-being. The responses were mainly anchored on "yes" or "no" basis (Appendix VI).

Face, criterion and content validity were done by showing the instruments to three experts in education in addition to the researcher's supervisor. They were required to review the questionnaire items in line with the objectives and research questions for this study, with particular reference to clarity of language, absence of implicit bias in the items and comprehensiveness of coverage of the questionnaire items. Their comments and corrections were incorporated into the final draft of the questionnaire which was used in the field for data collection. The instrument was pilot tested on a sample of twenty (20) randomly selected teachers and twenty (20) randomly selected pupils with reading difficulties in the Minna Metropolis selected from schools not included in this study. Then the Cronbach's alpha was computed and the reliability coefficient of $r = 0.73$ was obtained.

7. Self-Esteem Scale: The scale was established by Rosenberg in 1965. It is a 10-item measure that evaluates both constructive and destructive self-talk in order to determine overall self-worth. The researcher made use of the tool. Scale is believed to be one dimension. The options for each question's response on a 4-point Likert scale were strongly agree, agree, disagree, and neutral. The Rosenberg Self-Esteem Scale, a well-known self-report instrument for evaluating individual self-esteem, was examined using item response theory. Factor analysis discovered a single shared factor, in contrast to past studies that identified distinct Self-Confidence and Self-Depreciation factors.

For graded item answers, the data were fitted to a one-dimensional model. A model that demanded that the discriminations of the 10 items be equal was contrasted with a model that permitted estimates of the confined items to be made at will. The test of significance revealed that the unconstrained model, which accounts for the fact that the 10 items on the Rosenberg Self-Esteem Scale do not all discriminate equally and are associated to self-esteem in different ways, better fits the data. There are implications for validating and creating new personality tests in the future based on an analysis of how the items behaved in response to their content. The following scores are given using the scale: The scores for items 2, 5, 6, and 8 are reversed. Give "Strongly Disagree" one point, "Disagree" two points, "Agree" three points, and "Strongly Agree" four points. Add up the outcomes for all ten items. Keep the scoring scale on a continuous scale. According to Appendix VII, greater scores reflect stronger self-esteem.

Face and content validity were done by showing the instruments to three experts in education in addition to the researcher's supervisor. They were required to review the questionnaire items in line with the objectives and research questions for this study, with particular reference to clarity of language, absence of implicit bias in the items and comprehensiveness of coverage of the questionnaire items. Their comments and corrections were incorporated into the final draft of the questionnaire which was used in the field for data collection. The instrument was pilot tested on a sample of twenty (20) randomly selected teachers and twenty (20) randomly selected pupils with reading difficulties in the Minna Metropolis selected from schools not included in this study. Then the Cronbach's alpha was computed and the reliability coefficients of $r = 0.79$ was got by the researcher.

8. Reading Attitude Questionnaire: For measuring the attitude toward reading among pupils with dyslexia, Yamashita's (2007) reading attitude questionnaire was

adapted. Using a five-point scale, the 22-item questionnaire measured both the affective domain (feeling) of reading attitude and the cognitive domain that is, thinking. Factor analysis of data from approximately 300 Japanese students similar in profile to the current population of participants yielded five factors. Two were considered to stand for the affective (Comfort and Anxiety) and three for the cognitive (Intellectual Value, Practical Value, and Linguistic Value) aspects of the EFL reading attitude. The words Comfort and Anxiety and the three value variables, referring to the comfort and anxiety that students feel while reading EFL (for instance, "I can get various kinds of information if I read English"), were respectively used. Another large-scale study that used this questionnaire and found nearly the same factors in the responses of Japanese university students (Stoeckel et al., 2012) provides a single piece of evidence to support for the instrument's reliability, at least for university students learning English in the Japanese context. Items that embedded on each component also matched, if not quite matched, each other. Twenty (20) randomly chosen instructors and twenty (20) randomly chosen reading-difficulty students from outside the scope of the study's schools in the Minna Metropolis participated in the instrument's pilot testing. Cronbach's alpha 0.70 was used to determine the reliability that has been established (see Appendix VIII).

9. Reading Achievement Test (RAT): This is a self-developed instrument used to obtain the reading achievement score (dependent variable) that was correlated against other variables in this study. The RAT comprises four reading passages tagged passages A to D. Each passage is short and has an interesting theme that could appeal to the pupils. The language is grade appropriate and suitable to the unique nature of the pupils. The questions on the passages are meant to test both literal and inferential comprehension abilities of the participants. There are three questions on each comprehension passage, to give a total of twelve questions. In addition, the RAT has six questions that cover different aspects of reading ability such as vocabulary development, knowledge of synonyms and structural items in language. In all, the achievement test has twenty questions. Each of the twenty questions attracts five marks to give a total of 100 marks (5x20). The participants' scores in this test formed pupil's score in reading achievement (Appendix IX). The instrument was pilot tested on a sample of twenty (20) randomly selected teachers and twenty (20) randomly selected pupils with reading difficulties in the Minna Metropolis selected from schools not included in this study.

Then the researcher subjected the data to the Kuder Richardson 20 statistics and got a reliability coefficient of $KR\ 20 = 0.65$. This is considered as adequate.

10. Oral Interview Guide for Teachers of Pupils with Dyslexia (OIGTPD)

The Oral Interview Guide for Teachers of Pupils with Dyslexia was self-constructed by the researcher and tested in two schools not within the sampled schools to test its reliability. The reliability was ascertained before the researcher proceeds to the field. The main purpose of this instrument is to elicit oral responses from teachers of pupils with dyslexia. The areas covered in the instrument include questions on teachers' understanding of the concept of dyslexia, the causes of dyslexia, the prevalence of dyslexia in Niger State, the reasons for low reading achievement among pupils with dyslexia in the Minna Metropolis, attitude of pupils with dyslexia to reading assignments, challenges associated with teaching pupils with dyslexia, attitude of regular education teachers towards pupils with dyslexia, aspects of academic pursuits the problem of reading can affect and ways to improve the reading achievement of pupils with dyslexia. The OIGTPD was face-and content-validated by the researcher's supervisor and teachers in the learning disabilities and Intellectual disabilities unit, Department of Special Education. The comments and suggestions made were factored into the guide to improve its quality (see Appendix X).

3.5 Procedure for Data Collection

Written permissions were sought and obtained by the researcher from the Niger State Universal Basic Education Board to conduct the research in the Minna Metropolis public primary schools. At each school, a copy of the permission letter was delivered to the Head Teacher.

Nine research assistants, three in each Local Government Area of the three Local Government Areas in the Minna Metropolis of Niger State, were employed and briefed to work with the principal researcher. They were briefed on matters of ethics such as maintaining strict confidentiality about the information gleaned from this study, not doing anything to put the pupils in the study to fear or distress, or creating issues with the school or teachers where the study is being done.

The Niger Reading Inventory (NRI) was administered on all pupils in primary six in each of the selected schools. From the results, selection of those indicating dyslexic effects was made. This group served as the participants in this study. Screening for

dyslexia also involved one on one session with each participating pupil and two scorers, the pupil read the passage out loud and scorers follow and note miscues and reading errors. This was done in a quiet, comfortable room away from noise with pupil and scorers each seated.

After screening and selection of the pupils using Niger Reading Inventory (NRI), a total of 254 primaries six pupils with dyslexia and 59 of their teachers in all the twenty-seven primary schools sampled within the three primary schools each in the three Local Government Areas in the Minna Metropolis were selected. The researcher met with the teachers and explained vividly the ethics of research to the participating teachers. The Head Teacher or his/her representative was also trained for them to serve as guide to the participants in each school. The teachers were given five days to complete and return the instruments. To support and further the work, six research questions with six associated null-hypotheses were developed, evaluated, and used as well as in-depth interview questions.

3.7 Method of Data Analysis

Descriptive statistics such as frequency counts, percentages, means, and standard deviation were used to analyze the data gathered from the respondents' demographic data. SPSS 25 Software was used to perform the calculations. The research questions were answered by subjecting them to Pearson product moment correlation, and multiple regression analysis with an alpha level of 0.05. The same alpha level was employed to assess the hypotheses. The qualitative data was content-analysed.

CHAPTER FOUR

RESULTS AND DISCUSSION

In this chapter, the researcher provided comprehensive information regarding the analysed data in terms of the results. According to the aims of the study and the research questions raised including the hypotheses, the analyses have been presented table by table. The findings were also well detailed as per the discussion. Following are the report on the results and interpretation of each table as well as discussion in line with the findings.

4.1 Demographic Characteristics of Respondents

Table 4.1: Demographic Characteristics of Teachers Based on Frequency and Percentage

s/n	Variable	Labels	Frequency	Percentage
1.	Age	20-40 years	32	54.2
		40 years and above	27	45.8
2.	Gender	Male	23	39.0
		Female	36	61.0
3.	Teaching experience	1-10 years	14	23.7
		11-20 years	28	47.5
		21-30 years	13	22.0
		31 years and above	4	6.8
4.	Educational qualification	NCE/OND/Diploma	31	52.5
		B.Ed/B.A./B.Sc.	25	42.4
		PGDE	1	1.7
		Other higher degrees	2	3.4
Teachers' Mean Age =32.72; Standard Deviation = 7.33				

Source: Field survey (2021)

Table 4.1 shows the demographical characteristics of respondents who are teachers. The teachers who are between 20-40 years are 32(54.2%), while those who are 40 years of age and above are 27(45.8%). So, more than half of the respondents who are teachers participated in the work. Based on gender; 23(39.0%) teachers are male, and 36(61.0%) are female. This implies that female teachers are more in number. A look at the information on respondents' teaching experience shows that; 14(23.7%) had between 1-10 years teaching experience, 28(47.5%) had 11-20 years, 13(22.0%) had 21-30 years, and 4(6.8%) had 31 years and above teaching experience. This means that teachers who possess 1-10 years teaching experience were more in number among the respondents. Considering teachers' educational qualification; 31(52.5%) teachers had either the National Certificate in Education (NCE), Ordinary National Diploma (OND) or Diploma Certificate, 25(42.4%) had Bachelor degrees may be of Education (B.Ed), or Arts (B.A.) or Science (B.Sc.) certificate, 1(1.7%) had Post graduate Diploma in Education (PGDE), and 2(3.4%) teachers had other higher degrees aside from aforementioned in the study. This means that more than half of the teacher respondents have the NCE/OND/Diploma certificates.

Table 4.2: Demographic Characteristics of Pupil's based on Frequency and Percentage

S/N	Variable	Labels	Frequency	Percentage
1.	Gender	Male	129	50.8
		Female	125	49.2
2.	Age	9-14 years	186	73.2
		15-19 years	68	26.8
3.	Family type	Monogamous	118	46.5
		Polygamous	122	48.0
		Single parent	14	5.5
4.	Location of residence	GRA	56	22.0
		Estate	133	52.4
		Slum	65	25.6
5.	Are you living with your parents/guardian(s)?	No	41	16.1
		Yes	213	83.9
6.	Are your parent(s)/guardian(s)	Literate/Educated	179	70.5
		Illiterate/Uneducated	75	29.5
7.	Educational level of father/guardian	No formal education	38	15.0
		Primary school	25	9.8
		Secondary school	35	13.8
		Polytechnic/NCE	54	21.3
		University	102	40.2
8.	Educational level of mother/guardian	No formal education	53	20.9
		Primary school	21	8.3
		Secondary school	35	13.8
		Polytechnic/NCE	57	22.4
		University	88	34.6
Pupils' Mean Age =13.33; Standard Deviation = 2.21				

Table 4.2 shows the demographical characteristics of PswD in the Minna Metropolis. Gender attribute shows that: 129(50.8%) pupils are male, and 125(49.2%) are female. Age attribute has it that; 186(73.2%) pupils are between 9-14 years of age, and 68(26.8%) are between 15-19 years. Thus, most PswD in the study are in the category of between 9-14 years of age. Family type as an attribute can be explained thus; 118(46.5%) pupils are from monogamous family, 122(48.0%) are from polygamous family, and 14(5.5%) are from single parent. Location of residence attribute has it that; 56(22.0%) pupils reside in Government Reserved Areas (GRA), 133(52.4%) reside in estate type of residence, and 65(25.6%) reside in the slum area.

Again, more than half of the PswD reside in GRA. The majority 213(83.9%) of the pupils live with their parents/guardian(s), while 41(16.1%) do not. 179(70.5%) pupils indicated that their parent(s)/guardian(s) are educated, while 75(29.5%) indicated that their parents are not educated. It means that most pupils have educated parent(s) or guardian(s). Furthermore, on the educational level of father/guardian of PswD; 38(15.0%) had no formal education, 25(9.8%) had primary school leaving certificate, 35(13.8%) had secondary school leaving certificate, 54(21.3%) had Polytechnic/NCE certification, and 102(40.2%) had a university degree. Based on the educational level of mother/guardian; 53(20.9%) had no formal education, 21(8.3%) had primary school leaving certificate, 35(13.8%) had secondary school leaving certificate, 57(22.4%) had Polytechnic/NCE certification, and 88(34.6%) had a university degree.

4.2 Research Questions

4.2.1 RQ1a: What is the level of teacher self-efficacy beliefs?

Table 4.3 The level of Teacher Self-efficacy Beliefs

S/N	Teachers beliefs	1	2	3	4	5	\bar{x}	S.D
1	How much flexibility do you have when it comes to assessment methods?	4 6.8%	5 8.5%	17 28.8%	21 35.6%	12 20.3%	3.54	1.119
2	How much of a different explanation or illustration can you offer pupils who are perplexed?	4 6.8%	4 6.8%	6 10.2%	29 49.2%	16 27.1%	3.83	1.117
3	How well can you create engaging questions for your pupils?	5 8.5%	1 1.7%	7 11.9%	31 52.5%	15 25.4%	3.85	1.096
4	How well can you implement alternative strategies in your classroom?	-	4 6.8%	7 11.9%	24 40.7%	24 40.7%	4.15	0.887
5	How well are you able to answer to challenging questions from your pupils?	5 8.5%	1 1.7%	4 6.8%	29 49.2%	20 33.9%	3.98	1.122
6	How much can you change your classes to suit every pupil's ability level?	-	1 1.7%	9 15.3%	21 35.6%	28 47.5%	4.29	0.789
7	How well can you assess the level of pupil's understanding of the material you have taught?	-	1 1.7%	5 8.5%	31 52.5%	22 37.3%	4.25	0.685
8	How well are you able to give pupils that are exceptionally capable the right challenges?	3 5.1%	2 3.4%	7 11.9%	23 39.0%	24 40.7%	4.07	1.065
9	What can you do to regulate disruptive behaviour in the classroom?	7 11.9%	-	5 8.5%	26 44.1%	21 35.6%	3.92	1.236
10	What can you do to ensure the pupils obey classroom rules?	1 1.7%	6 10.2%	5 8.5%	23 39.0%	24 40.7%	4.07	1.032
11	How much can you do to calm a pupil who is disruptive or noisy?	8 8.5%	2 3.4%	5 8.5%	24 40.7%	23 39.0%	3.98	1.182
12	How successfully can you set up a system of classroom management with each class of pupils?	4 6.8%	6 10.2%	3 5.1%	23 39.0%	23 39.0%	3.93	1.216
13	How successfully can you prevent a few disruptive pupils from destroying a whole lesson?	5 8.5%	5 8.5%	3 5.1%	21 35.6%	25 42.4%	3.95	1.265
14	How well are you able to deal with defiant pupils?"	4 6.8%	2 3.4%	5 8.5%	25 42.4%	23 39.0%	4.03	1.114
15	How effectively can you communicate your expectations for pupil behaviour?	4 6.8%	3 5.1%	4 6.8%	15 25.4%	33 55.9%	4.19	1.196
16	How well are you able to create routines to keep activities running smoothly?	2 3.4%	3 5.1%	7 11.9%	23 39.0%	24 40.7%	4.08	1.022
17	How much can you do to persuade pupils that they can succeed in their academic work?	7 11.9%	3 5.1%	1 1.7%	23 39.0%	25 42.4%	3.95	1.319
18	What can you do to encourage your pupils to value learning?	2 3.4%	4 6.8%	4 6.8%	25 42.4%	24 40.7%	4.10	1.029
19	How much can you do to inspire pupils who don't seem to care about their schoolwork?	3 5.1%	5 8.5%	5 8.5%	21 35.6%	25 42.4%	4.02	1.152
20	How much can you support parents in ensuring that their kids succeed in school?	4 6.8%	3 5.1%	4 6.8%	20 33.9%	28 47.5%	4.10	1.170
21	How much can you do to help a pupils who is struggling with understanding?	2 3.4%	4 6.8%	3 5.1%	25 42.4%	25 42.4%	4.14	1.025
22	How much can you do to foster critical thinking in your pupils?	1 1.7%	3 5.1%	5 8.5%	23 39.0%	27 45.8%	4.22	0.930
23	How much can you do to foster pupil creativity?	5 8.5%	1 1.7%	3 5.1%	17 28.8%	33 55.9%	4.22	1.190
24	How much can you do to get through to the most difficult pupils?	1 1.7%	2 3.4%	6 10.2%	15 25.4%	35 59.3%	4.37	0.927
Weighted Mean =4.05								

Key: 1= Nothing, 2= Very Little, 3= some influence, 4= Quite a bit, 5= A Great Deal

Going by the result in Table 4.3, the weighted mean is 4.05 and this shows that all the 24 items had mean scores greater than the threshold of 2.50. This means the teachers (respondents) indicated having high self-efficacy. A look at the following items will confirm this: "How much can you do to get through to the most difficult pupils?" ($\bar{x} = 4.37$), being the highest ranking item. This score was followed by "how much can you do to modify your lesson so that each pupil receives them at the appropriate level?" and was followed in succession by How well can you assess pupils' understanding of what you have taught? ($\bar{x} = 4.25$), "What can you do to support your pupils' critical thinking?" ($\bar{x} = 4.22$), "What can you do to encourage pupils creativity?" ($\bar{x} = 4.22$), "how effectively can you communicate your expectations for pupil behaviour?" ($\bar{x} = 4.19$). The question "how much flexibility do you have when it comes to assessment methods??" received the lowest ratings in the table ($\bar{x} = 3.54$), "how much of a different explanation or illustration can you offer pupils who are perplexed?" ($\bar{x} = 3.83$).

4.2.2 RQ 1b: What is the Level of Teacher Job Satisfaction?

Table 4.4 The Level of Teachers' Job Satisfaction

S/N	How satisfied am I with this aspect of my job?	1	2	3	4	5	\bar{x}	S.D
1	The capacity to remain active often	19 32.2%	1 1.7%	7 11.9%	21 35.6%	11 18.6%	3.07	1.563
2	The potential to work independently	6 10.2%	6 10.2%	9 15.3%	33 55.9%	5 8.5%	3.42	1.117
3	The opportunity to occasionally engage in different activities	8 13.6%	9 15.3%	6 10.2%	25 42.4%	11 18.6%	3.37	1.325
4	The opportunity to be "somebody" in the neighborhood	10 16.9%	2 3.4%	8 13.6%	26 44.1%	13 22.0%	3.51	1.344
5	My boss's treatment of his or her employees	4 6.8%	3 5.1%	10 16.9%	28 47.5%	14 23.7%	3.76	1.088
6	The ability of my boss to make decisions	7 11.9%	3 5.1%	6 10.2%	24 40.7%	19 32.2%	3.76	1.291
7	Being able to act in a way that doesn't violate my conscience	8 13.6%	2 3.4%	7 11.9%	22 37.3%	20 33.9%	3.75	1.334
8	My job's ability to provide stable employment	4 6.8%	6 10.2%	13 22.0%	22 37.3%	14 23.7%	3.61	1.160
9	The opportunity to provide services to others	10 16.9%	5 8.5%	8 13.6%	24 40.7%	12 20.3%	3.39	1.365
10	The opportunity to direct others	15 25.4%	7 11.9%	3 5.1%	18 30.5%	16 27.1%	3.22	1.587
11	The opportunity to perform an activity that engages my skills	11 18.6%	5 8.5%	10 16.9%	26 44.1%	7 11.9%	3.22	1.314
12	The manner in which methods of instruction are used	11 18.6%	11 18.6%	7 11.9%	18 30.5%	12 20.3%	3.15	1.436
13	My earnings and the volume of work I do	10 16.9%	8 13.6%	6 10.2%	24 40.7%	11 18.6%	3.31	1.380
14	The likelihood of growth in this line of work	12 20.3%	8 13.6%	12 20.3%	15 25.4%	12 20.3%	3.12	1.427
15	The ability to make my own decisions	7 11.9%	12 20.3%	11 18.6%	20 33.9%	9 15.3%	3.20	1.270
16	The ability to experiment with my own ways of working	14 23.7%	5 8.5%	4 6.8%	26 44.1%	10 16.9%	3.22	1.463
17	The working conditions	8 13.6%	8 13.6%	11 18.6%	18 30.5%	14 23.7%	3.37	1.351
18	The way my co-workers get along with each other	8 13.6%	8 13.6%	11 18.6%	15 25.4%	17 28.8%	3.42	1.392
19	The compliments I receive for performing well	5 8.5%	8 13.6%	17 28.8%	12 20.3%	17 28.8%	3.47	1.278
20	The sense of satisfaction I experience at work	4 6.8%	7 11.9%	21 35.6%	14 23.7%	13 22.0%	3.42	1.163
Weighted Mean =3.39								

Key: 1 = Not satisfied, 2= Somewhat satisfied, 3= Satisfied, 4= Very satisfied, 5= Extremely satisfied

Going by the results presented in table 4.4, the weighted mean for teacher respondents' job satisfaction is 3.39 against the threshold of 2.50. The meaning of this result is that there is high teacher job satisfaction among respondents. However, this result is not as high as the result obtained on teacher self-efficacy. Looking at the table, one finds items that are rated higher than others such as "my boss's treatment of his or her employees" ($\bar{x} = 3.76$), "The ability of my boss to make decisions" ($\bar{x} = 3.76$), "My job's ability to provide stable employment" ($\bar{x} = 3.75$), "The chance to be "The opportunity to be "somebody" in the neighborhood" ($\bar{x} = 3.51$). All these mean scores show that teachers' job satisfaction is high. Furthermore, the least ranked items in the table were "The capacity to remain active often?" ($\bar{x} = 3.07$), "The manner in which methods of instruction are used" ($\bar{x} = 3.17$) and having "The likelihood of growth in this line of work" ($\bar{x} = 3.12$).

4.2.3 RQ1c: What is the level of teachers' expectation of pupil performance in reading?

Table 4.5 The level of teachers' expectations of pupils' reading performance

S/N	Teachers' expectations	SD	D	U	A	SA	\bar{x}	S.D
1	Equal quantities of work are assigned to boys and girls.	27 45.8%	2 3.4%	5 8.5%	19 32.2%	6 10.2%	2.58	1.567
2	I prefer students who are more like me in terms of personality and temperament.	5 8.5%	2 3.4%	6 10.2%	38 64.4%	8 13.6%	3.71	1.035
3	I make class enjoyable, therefore my students perform well.	3 5.1%	5 8.5%	23 39.0%	14 23.7%	14 23.7%	3.53	1.104
4	I have the same expectations for all students, regardless of how frequently a member of their family attends school.	13 22.0%	8 13.6%	6 10.2%	24 40.7%	8 13.6%	3.10	1.410
5	Messy students have lower expectations from me.	9 15.3%	2 3.4%	14 23.7%	19 32.2%	15 25.4%	3.49	1.331
6	I don't make my students feel uncomfortable, thus they perform well in class.	4 6.8%	8 13.6%	10 16.9%	24 40.7%	13 22.0%	3.58	1.177
7	I don't allow students to participate in class if they don't bring their materials.	10 16.9%	5 8.5%	6 10.2%	18 30.5%	20 33.9%	3.56	1.465
8	I am continuously keeping an eye on pupils that frequently cause issues.	5 8.5%	8 13.6%	7 11.9%	28 47.5%	11 18.6%	3.54	1.194
9	I urge pupils to give it their all.	8 13.6%	6 10.2%	10 16.9%	20 33.9%	15 25.4%	3.47	1.344
10	No matter how tidy or dirty a student is, I have the same expectations for them.	13 22.0%	3 5.1%	7 11.9%	19 32.2%	17 28.8%	3.41	1.510
11	I have the same expectations for every pupil, regardless of ethnicity.	5 8.5%	9 15.3%	9 15.3%	22 37.3%	14 23.7%	3.53	1.251
12	When pupils don't have their class materials, I don't assist them.	7 11.9%	8 13.6%	6 10.2%	22 37.7%	16 27.1%	3.54	1.343
13	Pupils perform well because I expect that they will.	10 16.9%	6 10.2%	10 16.9%	17 28.8%	16 27.1%	3.39	1.427
14	Group projects including boys and females cannot be done jointly.	6 10.2%	6 10.2%	9 15.3%	22 37.3%	16 27.1%	3.61	1.273
15	I expect equality from both boys and girls.	9 15.3%	7 11.9%	9 15.3%	22 37.3%	12 20.3%	3.36	1.349
16	Pupils who consistently complete their tasks receive my favour.	8 13.6%	6 10.2%	11 18.6%	19 32.2%	15 25.4%	3.46	1.343
17	If a pupil is a class clown, I expect less of him or her.	11 18.6%	4 6.8%	6 10.2%	20 33.9%	18 30.5%	3.51	1.467
18	I believe learning should be enjoyable.	7 11.9%	8 13.6%	10 16.9%	15 25.4%	19 32.2%	3.53	1.382
19	Because I let pupils participate in decision-making in the classroom, they perform well in it.	5 8.5%	7 11.9%	10 16.9%	22 37.3%	15 25.4%	3.59	1.233
20	Questions are posed to both boys and girls equally.	5 8.5%	2 3.4%	13 22.0%	18 30.5%	21 35.6%	3.81	1.210
21	Because of their families' education, I expect that my pupils should succeed.	2 3.4%	8 13.6%	11 18.6%	23 39.0%	15 25.4%	3.69	1.103
22	My pupils do well because I am organised	-	4 6.8%	22 37.3%	12 20.3%	21 35.6%	3.85	0.997
Weighted Mean =3.49								

In table 4.5, the result indicates a weighted mean of 3.49 and this shows that the 22 items rated by the teachers make up to a considerable high level of teacher expectation with respect to pupils' reading performance against the threshold of 2.50. Thus, respondents' have indicated having high expectations towards the reading performance of PswD. To further buttress this report, a cursory look at these items chosen from the table will suffice. "My pupils do well because I am organised" ($\bar{x} = 3.85$), being the highest ranking item. This score was followed by "Questions are posed to both boys and girls equally." ($\bar{x} = 3.81$), "I prefer students who are more like me in terms of personality and temperament." ($\bar{x} = 3.71$) and was followed in succession by "Because of their families' education, I expect that my pupils should succeed." ($\bar{x} = 3.69$), "My pupils do well in class because I allow them to help make classroom decisions" ($\bar{x} = 3.59$), "My pupils do well in class because I do not embarrass them" ($\bar{x} = 3.59$), "Because I let pupils participate in decision-making in the classroom, they perform well in it." ($\bar{x} = 3.58$). The least ranked items in the table were "Equal quantities of work are assigned to boys and girls." ($\bar{x} = 2.58$), and "I have the same expectations for all students, regardless of how frequently a member of their family attends school." ($\bar{x} = 3.10$).

4.2.4 RQ 1d. What is the level of self-esteem among Pupils with Dyslexia in the Minna Metropolis?

Table 4.6: The Level of Self-esteem among Pupils with Dyslexia

S/N	Pupils' self-esteem	1	2	3	4	\bar{x}	S.D
1	I believe that I am a valuable person, at the very least on an equal footing with others.	29 11.4%	11 4.3%	114 44.9%	100 39.4%	3.12	0.939
2	I believe I possess a variety of positive traits.	36 14.2%	19 7.5%	110 43.3%	89 35.0%	2.99	0.998
3	All in all, I am inclined to think that I am a failure	79 31.1%	24 9.4%	74 29.1%	77 30.3%	2.59	1.215
4	I am able to do things as well as other people	33 13.0%	29 11.4%	101 39.8%	91 35.8%	2.98	0.998
5	I don't think I have many things to be proud of.	45 17.7%	35 13.8%	95 37.4%	79 31.1%	2.82	1.063
6	I have a favourable attitude about myself.	38 15.0%	15 5.9%	96 37.8%	105 41.3%	3.06	1.035
7	Overall, I am pleased with myself.	24 9.4%	10 3.9%	122 48.0%	98 38.6%	3.16	0.884
8	I wish I could appreciate myself more.	28 11.0%	20 7.9%	84 33.1%	122 48.0%	3.18	0.985
9	I do occasionally feel useless.	44 17.3%	20 7.9%	105 41.3%	85 33.5%	2.91	1.050
10	I sometimes feel like I'm not very good.	35 13.8%	42 16.5%	116 45.7%	61 24.0%	2.80	0.959
Weighted Mean= 2.96							

Key: 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree

In Table 4.6, the result indicates a weighted mean of 2.96 against the threshold of 2.50. This result proves that scores obtained by Pupils with Dyslexia on the 10 items in the scale make up to a high level of self-esteem. To further buttress this report, a cursory look at these items chosen from the table was adequate. “I wish I could appreciate myself more.” ($\bar{x} = 3.18$), being the highest ranking item. This score was followed by “Overall, I am pleased with myself.” ($\bar{x} = 3.16$), “I believe that I am a valuable person, at the very least on an equal footing with others.” ($\bar{x} = 3.12$) and was followed in succession by “I have a favourable attitude about myself” ($\bar{x} = 3.06$), “I believe I possess a variety of positive traits.” ($\bar{x} = 2.99$), “I am able to do things as well as other people” ($\bar{x} = 2.98$), “I don't think I have many things to be proud of” ($\bar{x} = 2.82$). The least ranked items in the table were “I sometimes feel like I'm not very good.” ($\bar{x} = 2.80$), and “All in all, I am inclined to think that I am a failure” ($\bar{x} = 2.59$).

4.2.5 RQ 1e: What is the level of attitude towards reading among Pupils with Dyslexia in the Minna Metropolis?

Table 4.7 The Level of Attitude towards Reading among Pupils with Dyslexia

S/N	Reading attitude	SD	D	A	SA	\bar{x}	S.D
1	I can become more refined if I read English	70 27.6%	21 8.3%	64 25.2%	99 39.0%	2.76	1.233
2	If I read English, I can find different kinds of information.	19 7.5%	5 2.0%	71 28.0%	159 62.6%	3.46	0.860
3	Reading English is troublesome	35 13.8%	12 4.7%	136 53.5%	71 28.0%	2.96	0.938
4	English reading will help me in my future job.	54 21.3%	28 11.0%	84 33.1%	88 34.6%	2.81	1.130
5	If I don't know every word, I get anxious.	45 17.7%	16 6.3%	105 41.3%	88 34.6%	2.93	1.057
6	If I read English, I can expand my vocabulary.	41 16.1%	19 7.5%	101 39.8%	93 36.6%	2.97	1.044
7	To do well in class, reading English is helpful.	43 16.9%	15 5.9%	92 36.2%	104 40.9%	3.01	1.072
8	If I read English, I can learn many things.	38 15.0%	24 9.4%	110 43.3%	82 32.3%	2.93	1.007
9	If I read English, I feel at ease.	71 28.0%	10 3.9%	76 29.9%	97 38.2%	2.78	1.224
10	Sometimes, even when I read, I worry that I might not understand.	39 15.4%	25 9.8%	93 36.6%	97 38.2%	2.98	1.048
11	If I read English, I can improve my reading skills.	47 18.5%	16 6.3%	94 37.0%	97 38.2%	2.95	1.090
12	To score credit in class activities, reading English is helpful.	54 21.3%	18 7.1%	111 43.7%	71 28.0%	2.78	1.076
13	Reading English is dull	44 17.3%	25 9.8%	75 29.5%	110 43.3%	2.99	1.109
14	If I read English, I learn about different ways of thinking.	38 15.0%	18 7.1%	128 50.4%	70 27.6%	2.91	0.969
15	Reading English can help me become more sensitive to the English language.	51 20.1%	22 8.7%	97 38.2%	84 33.1%	2.84	1.096
16	If I read English, I get exhausted.	39 15.4%	31 12.2%	93 36.6%	91 35.8%	2.93	1.046
17	When I'm uncertain about my comprehension of the book's contents, I get apprehensive.	23 9.1%	18 7.1%	102 40.2%	111 43.7%	3.19	0.916
18	If I read English, I feel revitalized and relaxed.	27 10.6%	29 11.4%	102 40.2%	96 37.8%	3.05	0.958
19	To get a job, reading English is helpful.	26 10.2%	27 10.6%	119 46.9%	82 32.3%	3.01	0.917
20	Even if I don't fully understand the book's contents, it doesn't bother me.	20 7.9%	24 9.4%	123 48.4%	87 34.3%	3.09	0.864
21	Reading English is enjoyable	23 9.1%	22 8.7%	135 53.1%	74 29.1%	3.02	0.862
22	If I read English, I learn about varied ideals.	6 2.4%	21 8.3%	171 67.3%	56 22.0%	3.09	0.625
Weighted Mean= 2.97							

Key: 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree

In Table 4.7, the result indicates a weighted mean of 2.97 against the threshold of 2.50. This result shows that the 22 items rated by the pupils make up to a high/favourable level of attitude towards reading among pupils with dyslexia. Thus, respondents in this case, pupils with dyslexia pupils with dyslexia have indicated having a moderate level of reading attitude. A cursory look at these 22 items in the table is needed for better understanding of research question 1e. Here, the highest ranking item is “If I read English, I can find different kinds of information” ($\bar{x} = 3.46$). This score was followed by “When I'm uncertain about my comprehension of the book's contents, I get apprehensive.” ($\bar{x} = 3.19$). This score was followed by “Even if I don't fully understand the book's contents, it doesn't bother me” ($\bar{x} = 3.09$), “If I read English, I learn about varied ideals” ($\bar{x} = 3.09$) and was followed in succession by “If I read English, I feel revitalized and relaxed” ($\bar{x} = 3.05$), “Reading English is enjoyable” ($\bar{x} = 3.02$), “To do well in class, reading English is helpful” ($\bar{x} = 3.01$), “To do well in class, reading English is helpful.” ($\bar{x} = 3.01$). The least ranked items in the table were “I can become more refined if I read English” ($\bar{x} = 2.76$), and “To score credit in class activities, reading English is helpful.” ($\bar{x} = 3.78$). The result therefore shows high/favourable level of attitude towards reading among pupils with dyslexia in the Minna metropolis.

4.2.6 Research question two: What is the combined influence of teacher and pupil factors (teacher self-efficacy, job satisfaction, expectations, pupil home background, self-esteem and attitude toward reading) on the reading achievement among PswD in the Minna Metropolis?

Table 4.8: Summary of Regression analysis showing the joint contribution of teacher and pupils' factors to the reading achievement among Pupils with Dyslexia.

R	R Square		Adjusted R Square	Std. Error of the Estimate		
.589	.347		.332	4.26661		
A N O V A						
Model	Sum of Squares	df	Mean Square	F	Sig.	Remark
Regression	2393.205	6	398.868	21.911	.000	Sig.
Residual	4496.385	257	18.204			
Total	6889.591	263				

Table 4.8 shows the joint influence of teacher and pupils' factors (teacher' self-efficacy, job satisfaction, expectations, pupils' home background, self-esteem and attitude toward reading) on the reading achievement among PswD in the Minna Metropolis $F_{(6;257)} = 21.91$; Adj. $R^2=0.33$). The table also exhibits an adjusted R2 of 0.33 and a multiple correlation coefficient $R = .589$. This indicates that when the six predictor variables were combined, they explained 33.0% of the variation. At $\alpha = 0.05$, the significance of the composite contribution was evaluated. The table also reveals that the regression's analysis of variance produced an F-ratio of 21.91, which is significant at the 0.05 level. This suggests that the independent factors' combined effect on the dependent variable was noteworthy and that additional variables not considered in this model might have contributed to the remaining variance.

4.2.7: Research question three: What is the individual contribution of teacher and pupil factors (teacher self-efficacy, job satisfaction and expectation of pupils' performance in reading, pupils' home background, self-esteem and attitude towards reading) to reading achievement among PswD in the Minna Metropolis?

Table 4.9: Summary of Regression Analysis for the Relative Contribution of Teacher and Pupil Factors on the Reading Achievement among Pupils with Dyslexia

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig. p
	B	Std. Error	Beta Contribution		
(Constant)	-11.163	3.768		-2.963	.003
Teacher self-efficacy	.084	.019	.249	4.433	.000
Teacher job satisfaction	.010	.021	.029	.469	.639
Teacher expectation of pupils' performance in reading	.129	.027	.315	4.724	.000
Pupil home background	-.074	.057	-.068	-1.316	.189
Pupil self-esteem	-.091	.078	-.081	-1.171	.243
Pupil reading attitude	.211	.039	.375	5.420	.000

Table 4.9 shows that the individual contributions of the independent variables to the dependent variable, expressed as beta weights, viz: teacher self-efficacy ($\beta = .249$, $p < .05$), teacher job satisfaction ($\beta = .029$, $p > .05$), teacher expectation of pupils' performance in reading ($\beta = .315$, $p < .05$), pupil home background ($\beta = -.068$, $p > .05$), pupil self-esteem ($\beta = -.081$, $p > .05$), and pupil reading attitude ($\beta = .375$, $p < .05$) respectively. Hence, teacher self-efficacy, expectation of pupils' performance in reading, and pupils' reading attitude were significant that is, these three factors could independently and significantly predict reading achievement among PswD in the study.

4.3 Hypotheses Testing

4.3.1: Hypothesis one: There is no significant relationship between teacher' self-efficacy and reading achievement among pupils with dyslexia in the Minna Metropolis.

Table 4.10: The Relationship between Teacher Self-efficacy and Reading Achievement among Pupils with Dyslexia

Variable	Mean	SD	N	r	P-value	Remarks
Reading Achievement	15.72	5.21839	254	.393*	<.001	Sig.
Teacher self-efficacy	97.30	15.48444				

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.10 indicates that the number of respondents is 254, the mean score of pupils' reading achievement is 15.72 and standard deviation is 5.21839. Also, the mean score of teachers' self-efficacy is 97.30, while the standard deviation is 15.48444. The correlation coefficient is 0.393 and the P-value is .000 which is less than 0.05 (the level of significance). Thus table 4.3.1 has shown that there is a significant relationship between teachers' self-efficacy and reading achievement among PswD in the Minna Metropolis ($r=.393$, $n=254$, $p(.000)<.05$). Hence, teachers' self-efficacy influenced reading achievement among PswD in the Minna Metropolis. The hypothesis is rejected.

4.3.2: Hypothesis two: There is no significant relationship between teacher job satisfaction and reading achievement among pupils with dyslexia in the Minna Metropolis.

Table 4.11: The Relationship between Teachers' Job Satisfaction and Reading Achievement among Pupils with Dyslexia

Variables	Mean	SD	N	r	P-value	Remarks
Reading achievement	15.72	5.21839	254	.254*	<.001	Sig.
Teacher job satisfaction	68.00	15.60290				

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.11 indicates that the number of respondents is 254, the mean score of pupils' reading achievement is 15.72 and standard deviation is 5.21839. Also, the mean score of teachers' job satisfaction is 68.00, while the standard deviation is 15.48444. The correlation coefficient is 0.254 and the P-value is .000 which is less than 0.05 (the level of significance). This data has shown that there is a significant relationship between teachers' job satisfaction and reading achievement among PswD in the Minna Metropolis ($r=.254$, $n=254$, $p (.000) <.05$). Hence, teachers' job satisfaction influenced reading achievement among pupils with dyslexia in the Minna Metropolis. The hypothesis is therefore rejected.

4.3.3: Hypothesis three: There is no significant relationship between teachers' expectation of pupils' performance in reading and reading achievement of PswD in the Minna Metropolis

Table 4.12: The Relationship between Teacher Expectation of pupils' Performance in Reading and Reading Achievement among Pupils with Dyslexia

Variables	Mean	SD	N	r	P-value	Remarks
Reading achievement	15.72	5.21839	254	.414*	<.001	Sig.
Teacher expectation of pupils' performance in reading	77.30	12.71973				

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.12 indicates that the number of respondents is 254, the mean score of pupils' reading achievement is 15.72 and standard deviation is 5.21839. Also, the mean score of teachers' expectation of pupils' performance in reading is 77.30, while the standard deviation is 12.71973. The correlation coefficient is 0.414 and the P-value is .000 which is less than 0.05 (the level of significance). This data has shown that there is a significant relationship between teachers' expectation of pupils' performance in reading and reading achievement among pupils with dyslexia in the Minna Metropolis ($r=0.414$, $n=254$, $p(0.000)<0.05$). Hence, teachers' expectation of pupils' performance in reading influenced reading achievement among PswD Minna metropolis. The hypothesis is therefore rejected.

4.3.4: Hypothesis four: There is no significant relationship between home background and reading achievement among pupils with dyslexia in the Minna Metropolis.

Table 4.13: The Relationship between Pupils' Home Background and Reading Achievement among Pupils with Dyslexia

Variables	Mean	SD	N	r	P-value	Remarks
Reading achievement	15.72	5.21839	254	-.083	.188	Not Sig.
Pupils' home background	41.38	4.76388				

Table 4.13 indicates that the number of respondents is 254, the mean score of pupils' reading achievement is 15.72 and standard deviation is 5.21839. Also, the mean score of pupils' home background is 41.38, while the standard deviation is 4.76388. The correlation coefficient is -0.083 and the P-value is .188 which is greater than 0.05 (the level of significance). These data have shown that there is no significant relationship between pupils' home background and reading achievement among pupils with dyslexia in the Minna Metropolis ($r = -0.083$, $n = 254$, $p (.188) > .05$). Hence, pupils' home background does not influence reading achievement among pupils with dyslexia the Minna metropolis. The hypothesis is not rejected (the hypothesis is accepted against the assumption of the majority).

4.3.5: Hypothesis five: There is no significant relationship between pupil attitude toward reading and reading achievement among pupils with dyslexia in the Minna Metropolis.

Table 4.14: The Relationship between Pupil Reading Attitude and Reading Achievement among Pupils with Dyslexia

Variables	Mean	SD	N	r	P-value	Remarks
Reading achievement	15.72	5.21839	254	.311*	<.001	Sig.
Reading attitude	65.43	9.26215				

* Correlation is significant at the 0.05 level (2-tailed).

The data in table 4.14 indicate that the number of respondents is 254, the mean score of pupils' reading achievement is 15.72 and standard deviation is 5.21839. Also, the mean score of pupils' attitude towards reading is 65.43, while the standard deviation is 9.26215. The correlation coefficient is 0.311 and the P-value is .000 which is less than 0.05 (the level of significance). These data have shown that there is a significant relationship between pupils' attitude toward reading and reading achievement among pupils with dyslexia in Minna Metropolis ($r=.311$, $n=254$, $p(.000)<.05$). Hence, pupils' attitude towards reading influenced reading achievement among pupils with dyslexia in Minna metropolis. The hypothesis therefore is rejected.

4.3.6: Hypothesis six: There is no significant relationship between pupils' self-esteem and reading achievement among Pupils with Dyslexia in the Minna Metropolis.

Table 4.15: The Relationship between Pupils' Self-esteem and Reading Achievement among Pupils with Dyslexia

Variables	Mean	Std. Dev.	N	r	p-value	Remarks
Reading achievement	15.72	5.21839	254	.138*	.028	Sig.
Pupils' self-esteem	29.61	4.63132				

* Correlation is significant at the 0.05 level (2-tailed).

The data in table 4.15 indicate that the number of respondents is 254, the mean score of pupils' reading achievement is 15.72 and standard deviation is 5.21839. Also, the mean score of pupils' self-esteem is 29.61, while the standard deviation is 4.63132. The correlation coefficient is 0.138 and the P-value is .028 which is less than 0.05 (the level of significance). These data has shown that there is a significant relationship between pupils' self-esteem and reading achievement among PswD in the Minna Metropolis ($r=.138$, $n=254$, $p (.028) <.05$). Hence, pupils' self-esteem influenced reading achievement among pupils with dyslexia in Minna Metropolis. The hypothesis is also rejected.

4.4 Thematic Analysis of the In-depth Interview with Teachers of Pupils with Dyslexia

In order to provide further insight into the investigation on teacher and pupil factors as correlates of reading achievement among pupils with dyslexia in Minna metropolis, the researcher interviewed ten selected teachers of pupils with dyslexia who have taught for 10 years and above to complement the questionnaires administered to the respondents. The selected teachers of pupils with dyslexia in Minna metropolis responded to interview questions under the following themes on:

Concept of Dyslexia

Teacher A: "Dyslexia is inability of a child to read fluently and accurately. Dyslexia is a kind of disease that affects children and how they read. It can also be inability to read effectively".

Teacher B: "Dyslexia means a learning disorder in which the victim experiences difficulties in reading. A reading disability is another name for dyslexia. The parts of the brain that process language differ depending on the individual.

Teacher C: added that Dyslexia is described as a number of signs that make it difficult for students to read and use other language-specific skills.

Teacher D expressed that dyslexia manifests thus: there could be problems of processing and understanding what is heard by a pupil, the pupil may hear the speaker well but because of the condition of dyslexia, he/she will encounter problems of expression, and only experienced teachers may know that it is because of dyslexia".

Teacher E's explanation point to the difficulty experienced by some pupils in finding right answers to questions: "in this aspect, a pupil may raise his or her hand to answer the

question asked but lack best word or phrase to use". Such a pupil may be experiencing the problem of dyslexia".

Teacher F noted that: "in teaching pupils with dyslexia I have observed that some of them have problems of inability to sound out or give accurate pronunciation of new word".

Teacher G added that another area of difficulty among pupils with dyslexia in the Minna Metropolis is problem of difficulty in spelling: "some pupils with dyslexia take an unusually long time to finish reading or writing tasks."

It could be deduced that the meaning of dyslexia as understood by the teachers in the Minna Metropolis is: a language-based learning challenge that includes pupils who typically struggle with other language skills including spelling, writing, and word pronunciation.

Causes of Dyslexia

Although the precise origins of dyslexia are still unknown, the morphological and brain imaging investigations conducted by the International Dyslexia Association (IDA, 2017) demonstrate abnormalities in the way a dyslexic person's brain grows and functions. Additionally, the majority of dyslexics experience difficulties with speech sound recognition, the sounds that distinguish words with the same spelling, and/or learning how letters represent those sounds. Reading difficulties are a significant factor. Pupils with dyslexia can learn effectively with the right teaching strategies. Signs of dyslexia can be difficulty in recognizing letters, sound and to pronounce them correctly.

Teacher B has this to say:

There are so many causes of dyslexia; some can be attributed to hereditary, lack of good foundation, unqualified teachers, poverty, environment as well as economic factor.

According to teacher C, signs to notice in young child may be as follows: late talking; very slow in learning new words; mostly having problem in forming new words; having problem such as mispronouncing words or mistaking words with similar sounds, as well as having trouble remembering or precisely recognising letters, numbers, and colors.

On this note, there are so many causes of dyslexia but one cannot conclude that causes of dyslexia are known all over. One needs to attach any identified cause of

dyslexia with symptoms and signs. Some teachers are ignorant of dyslexia totally while some attributed the causes to the will of God or spirits or others in African culture.

The Prevalence of Dyslexia in Niger State

There is high level of prevalence of dyslexia in Niger state because of poverty, poor economic status of parents, poor quality of teachers as well as population explosion in schools (that is, over population of pupils in class rooms in most schools give room to more cases of dyslexia).

Teacher D lamented that: “I handle more than two hundred pupils in a class in my school, that you just have to let them be sometimes if not you will be too tired and will be exhausted before closing hour, that she purposely looks for transfer to nearby village school not because she wants to be there but just to have peace and manage her High Blood Pressured (BP)”.

Challenges Associated with Teaching Pupils with Dyslexia in Classroom:

Challenges teachers teaching pupils with dyslexia faced in classrooms may include but not limited to the following report from teachers:

Teacher A explained that: it may be problem of willingness to read: Pupils willing to read but has problem of reading below the expected level for his or her age would become worrisome, so the teacher may sometimes find it difficult to dictate when pupils are not willing to read on their own until teacher imposed it on them to read.

Teacher B said that some pupils have problems of processing and understanding what is heard: The pupil may hear the speaker well but being dyslexic will encounter problem of expression, and only experienced teacher may know that it is because of dyslexia.

Teacher E added that there is problem of difficulty finding right answers to questions: In this aspect, a pupil may raise his or her hand to answer the question asked but lack best word or phrase to use.

Problems of inability to practice new word's pronunciation: The new words are sometimes very difficult to pronounce; some are extremely pronouncing differently from the way they were written.

Problem of difficulty in spelling: Taking an exceptionally lengthy time to finish reading or writing chores.

Teacher D has this to say: Every pupil need full attention, so population in our classes today does not warrant pupil with dyslexia to get full attention of the teacher they require. Class size does not allow pupils with dyslexia to get more attention they require. No enough time to attend to those children with dyslexia.

Teacher’s Knowledge about Pupils with Dyslexia:

All teachers interviewed share the following views: Have not attended any staff development programme as regards dyslexia. Some of them claimed they come across the word while they were reading. Only Teacher F interviewed said he attended a workshop organised by National Commission for Collages of Education (NCCE) about seven months ago, and that is because he read Special Education at NCE level and he is interested in developing himself (Teacher F: Male; Bosso L. G. A. Minna metropolis; 6/3/2023).

Teachers’ Opinion on Participation in Professional Development Programmes that has to do with Dyslexia:

Most of the teachers are willing to participate in manpower development that geared towards dyslexia. Teacher G said he was to attended A 4-day stakeholders forum on handling issues of persons with special needs in Nigeria organised by National Resource Centre for The Disabled (NRCD) and Federal College of Education (Special), Oyo from 8th – 11th May, 2017, He said “ I struggled to attend the workshop because I had it in mind to transfer my service to Niger State College of Education Minna where I can be fully engaged with the teaching of Special Education as a course, because I have B. Ed Special Education from University of Jos” (Teacher G: Male; Chanchaga L. G. A. Minna metropolis; 7/3/2023).

Teachers’ Opinion on Attitude of Pupils with Dyslexia towards Reading Tasks:

Most pupils with dyslexia always avoid anything that has to do with reading. They never want to have any encounter with reading at all. Though most children are willing and as well ready to learn reading from nursery, dyslexic pupils frequently struggle to learn to read, and when dyslexia is left misdiagnosed and untreated, reading difficulties persist into adulthood. Their attitude to reading became non-challant; I do not care; and become worried. Some of the pupils play about alone and many times become quiet and silent in the class.

Another teacher said:

Children with dyslexia are not exposed to anything that has to do with reading, and anything that deals with language laboratory. Where academic facilities are found is a no going area to them at early stage of childhood, even in their homes, things like calendar, radio, television, tape recorder are not available. They are not allowed to start school as and when due. So, when they start school, having encounter with academic gadgets become something new, and before they know and get themselves familiar with those items other pupils have gone far, leaving them behind (Teacher H: Female; Paikoro L. G. A. Minna metropolis; 7/3/2023).

Attitude of Regular Education Teachers towards Pupils with Dyslexia:

Only few primary school teachers in Niger State are aware of Dyslexia and that awareness came as a result of establishment of Department of Special Education in Niger State College of Education Minna by late Professor Ibrahim Adamu Kolo of blessed memory in the year 2002. Most teachers said “No”, because regular classroom teachers themselves are not too familiar with the concept of dyslexia, to talk of being favourably disposed to teaching pupils with it.

Another teacher complained:

Teacher H complained that regular teachers are not fully grounded with the knowledge of special education, it is still new here (she meant Niger State) it is taught in public schools here, so to discuss dyslexia is as if you are introducing a new course entirely. So I never want to teach pupils with dyslexia but I have no choice than to teach them because my head teacher is aware that I had NCE certificate on special education before my B. Ed Guidance and Counselling. My head teacher likes me to teach class six (6) and to handle those pupils that have reading challenges. Before pupils with reading problems could read well, there is frustration, in fact both the teacher and the pupil will be about to the discouraged, but when any of the pupils become familiar with reading sky is their limit. They are struggle readers at the beginning.

Teachers’ Opinions on which Aspects of Academic Pursuits can Reading Difficulties Affect

All the teachers interviewed gave explanations that reading is significant in a learning environment not only because it influences readers' autonomous access to information in a culture that is becoming more and more information-driven, but also

because reading is an effective learning technique, a way to create meaning and acquire new information. Reading is one of the language components that require ability to decode group words, letters or symbols with the aim of deriving or constructing meaning from the text read.

Teacher A said that “reading is a powerful tool that cannot be left out in our day to day life. Therefore, reading difficulties affects virtually all aspect of academia, because all are connected to reading.”

Teacher “I” opined that “Reading difficulty affects all facets of academics, it leaves no stone unturned and therefore without reading no learning can take place.”

To conclude it all, the present researcher therefore submits that dyslexia has a lifelong effect on people but the severity of the impact can be varied. Dyslexia affects every aspect of academics, making it incredibly challenging for a pupil to achieve academically. For this reason, it has been described as a learning disability.

Ways to Improve Reading Achievement of Pupils with Dyslexia:

- i. Constant reading tasks have to be given to them to keep them busy on reading.
- ii. There should be decongestion in the classrooms, so that the teacher will have time to be with every pupil.
- iii. There should be facilities for individualised education programme so that issues of those pupils with dyslexia can be addressed.

A male teacher from Bosso gave the following additional ways to improve reading achievement of struggling readers

- iv. If teachers who read special education can be posted across all primary schools, children with dyslexia can be helped.
- v. If all teachers can teach reading in all content subject areas, it will help pupil to know how to read, i.e. reading should not be restricted to English language alone (Teacher J: Male; Bosso L. G. A. Minna metropolis; 8/3/2023).

Other strategies suggested include: putting hope of feeling of being able to achieve success.

- Teacher K.: Allow preparation of oral reading: Preparation for oral reading give the struggling reader the courage in pronunciation as well as courage to keep reading always.

- Teacher L. Explore pupils' interest: Teacher of struggling reader can motivate pupil's interest to read by way of rewarding the person that read well. Teacher K. Male; Bosso L. G. A. Minna metropolis; 8/3/2023).
- Teacher M.: Use of close activities: Teacher of struggling reader should always use activities that are of the struggling reader's familiar stories, related and close to the struggling reader, for example, the teacher can use any story loved by struggling reader and the teacher can always read with them in joy. Teacher M. Female; Bosso L. G. A. Minna metropolis; 9/3/2023).
- Teacher N.: Use of environmental print: Teacher should always use prints, objects, or any relevant prints from the immediate environment examples from the familiar items found in the environment. Teacher N. Female; Chanchaga L. G. A. Minna metropolis; 13/3/2023).
- Teacher O.: Making reading environment positive: teacher should always make reading environment positive, this should go beyond the physical aspects and includes the emotional, intellectual, and interactive aspects of the environment in which pupils read. Teacher O. Female; Chanchaga L. G. A. Minna metropolis; 13/3/2023).
- Teacher P. Use shared reading: A passage can be share into short parts for struggling readers to read together one after another. Teacher P. Female; Chanchaga L. G. A. Minna metropolis; 13/3/2023).

4.5 Discussion of Findings

The findings of this investigation are discussed in this section. The discussion focuses on giving reasons for the results got from the study and explanation of how the results were obtained. The themes derived from the research questions, hypotheses and themes generated from the in-depth interview with teachers of pupils with dyslexia are the guiding framework for this discussion.

4.5.1 Teacher and Pupil Factors

In specific terms, the level of teachers' self-efficacy, job satisfaction, and expectation of pupils' reading performance, pupils' self-esteem and attitude to reading were considered. Findings revealed that there was high teachers' self-efficacy, job satisfaction, expectation of pupils' reading performance as well as high pupils' self-esteem and attitude to reading among the respondents. This result is consistent with a

study by Alrefai (2015), which found a substantial difference in instructors' efficacy opinions according to their educational backgrounds. Compared to teachers who hold master's degrees, teachers with bachelor's degrees performed better overall. Bandura (1997) noted in APA (2019) that as a graduate who has passed through the four walls of university that gives him or her ability to have enough courage, maturity, and confidence to boost self-efficacy. One's sense of self-efficacy, according to APA (2019), reflects the confidence in one's capacity to exercise control over one's own motivation, conduct, and social environment. The findings of the study are equally in line with Ganz and Flores (2018) who reported that teacher training had a significant positive effect on the reading achievement of students with dyslexia. The effect size was moderate; indicating that teacher training is a crucial factor in improving the reading achievement of learners with dyslexia. The findings of the study also concur with McCoach, Kehle, Bray, Siegle, and Simpson (2007) who found that teacher experience was positively associated with reading achievement among students with dyslexia. Teachers with more experience were better able to provide effective instructional strategies and support to students with dyslexia.

The study's findings concur with those of Swanson and Jerman (2007), whose research examined the impact of working memory on reading development in subgroups of children with reading disabilities. They found that both phonological processing and working memory were significant predictors of reading achievement among children with dyslexia. These findings suggest that these cognitive factors should be considered when designing interventions for learners with dyslexia.

From the themes generated from in-depth interview, the researcher therefore submits that the precise origins of dyslexia are still unknown. Scientific research, however, indicates that the brain of individual with dyslexia differs from the brain of a non-dyslexic person's brain in terms of how it develops and works (International Dyslexia Association [IDA], 2017). Additionally, the majority of individuals with dyslexia experience difficulties recognizing speech sounds, pronouncing distinct words with the same spelling, and/or understanding how letters correspond to those sounds. Reading difficulties are a significant factor. Pupils with Dyslexia can learn effectively with appropriate instructional methods. Signs of dyslexia can be difficulty in recognizing letters and sounds and difficulty to pronounce sounds correctly. Most of the teachers interviewed expressed their willingness to participate in manpower development that geared towards more understanding about dyslexia. They also identified major reasons

for low reading achievement among pupils with dyslexia in Minna Metropolis as well as made reasonable suggestions to improve the reading achievement of these pupils. When properly considered, the present researcher submits that the interview reports have contributed immensely to the understandings about dyslexia.

4.5.2 Joint Contribution of Teacher Factors to the Reading Achievement

The joint contribution of the teacher factors (teacher self-efficacy, job satisfaction, expectation of pupils' reading performance) to the dependent variable was significant. Lev, Tatar, and Kolowsky's (2018) research, which indicated that homeroom classes had a stronger correlation between teacher self-efficacy and students' evaluations of their teachers than subject-matter classes, is consistent with this conclusion. According to De Boer's (2010) study, teachers' expectations are positively connected with students' future career pathways even though they are adversely correlated with student achievement. Students from low-income families, members of minority groups, and underachievers especially seem to be most susceptible to the negative effects of unjust teacher expectations.

The study's results are consistent with those of Dweck (2010), who followed hundreds of seventh-graders in New York City. The results of this study showed that over a 2-year period, children who had fixed-mindset teachers did not advance, whereas students who had growth-mindset teachers did better and became moderate or high performers. His research showed that those who had a fixed mindset tended to make snap decisions and categorize others right away. This meant that they were less receptive to new facts that might prove them wrong once they had made their decision about someone's capacity or lack thereof. Dweck (2010) found that when teachers or principals determine particular students or teachers are not capable, actions may not be made to assist them reach their full potential.

Similarly, Rubie-Davies and colleagues (2006) demonstrated that teachers' expectations for New Zealand European and Asian pupils were high when compared to success, but not for indigenous Maori, in a comparable New Zealand study that supports the findings of this study. Even though Maori students outperformed Pasifika students in terms of achievement, Pasifika students (those whose parents are from Pacific Islands like Tonga, Samoa, Niue, and Fiji) had higher expectations than Maori students.

From the result of themes generated from in-depth interview it was gathered that teachers of the pupils with dyslexia have no prior knowledge of the concept dyslexia, in

fact special education in general is not well understood. Some teachers come across the term special education in their two hundred levels of those that passed through NCE as well as those who did their first degrees in education, other teachers may come across it on papers or when listening to news. Teachers in Nigeria need to update and diversify their knowledge towards elements of special education, for the fact that the new trends in education now is inclusiveness which is aimed at educating all categories of learners in the same school settings, sharing classes, hostel, games, and other social amenities, so that we can all acculturated and socialized together. These findings complement the findings from the quantitative data elicited from primary school teachers teaching pupils with dyslexia in Minna Niger State Nigeria.

4.5.3 Joint Contribution of Pupil Factors to the Reading Achievement

On the joint influence of pupil factors (pupil home background, self-esteem and attitude toward reading) to the reading achievement among pupils with dyslexia in Minna Metropolis, the finding revealed that the joint contribution of the independent variables to the dependent variable was also significant. This is similar to the study of Vellutino et al. (2004) who found that the joint contributions of phonological processing and Rapid Automatised Naming (RAN) deficits in both phonological processing and RAN were associated with poor reading achievement in children with dyslexia to reading achievement among children with dyslexia were investigated.

The findings of the study are also in line with Moll et al. (2014) who found that the joint contributions of working memory, attention, and processing speed to reading achievement among children with dyslexia were associated with poor reading achievement in children with dyslexia. Equally, Gooch et al. (2015) investigated the joint contributions of phonological awareness, Rapid Automatised Naming, and verbal short-term memory to reading achievement among children with dyslexia and found that deficits in all three cognitive domains were associated with poor reading achievement in children with dyslexia.

The findings of the study concur with Peterson et al. (2013) who found that the joint contributions of phonological processing, Rapid Automatised Naming, and orthographic processing to reading achievement among children with dyslexia had deficits in all three cognitive domains were associated with poor reading achievement in children with dyslexia.

The results of this study are consistent with Brown's (2014) assertion that reading is an affective component with a significant impact. The students' self-esteem is one of these influential aspects. Students who are confident in their academic abilities often think that good grades and outstanding performance will bring them personal rewards. Contrarily, students who lack confidence in their academic abilities anticipate receiving a poor grade even before they begin an exam or sign up for a course (Murk, 2006). Schunk (2000) and Hisken (2011) made the claim that students or people with high self-esteem are able to effectively complete academic assignments assigned to them, but people with low self-esteem tend to give up when faced with the tasks, which is consistent with the findings of this study. This shows that the students who felt more confident in themselves exhibited perseverance and adaptability.

From the themes generated from in-depth interview with teachers of children with dyslexia concurs joint influence of pupil factors (pupils' home background, self-esteem and attitude toward reading) to achievement in reading among PswD in Minna Metropolis. The result of interview indicated that children with dyslexia were not exposed to anything that has to do with reading, and anything that deals with language laboratory. Where academic facilities are found is no go area to them at early stage of childhood, even in their homes, things like calendar, radio, television, tape recorder are not available. These pupils are not allowed to start school as at when due. So even if they start school, coming in contact with academic gadgets become something new, and before they know and get themselves familiar with those items other pupils have gone far, leaving them behind to suffer dyslexia (Teacher G: Female; Paikoro L. G. A. Minna metropolis; 7/3/2023).

4.5.4 Relative Contribution of Teacher Factors to the Reading Achievement

The study's conclusion showed that teachers' factors significantly influenced PswD pupils' reading achievement. This is consistent with the findings of Savage and Carless (2007), who found that instructors' ability to vary instruction to meet the learning uniqueness of particular pupils and their understanding of dyslexia had a significant positive influence on their students' reading achievement. Smith and Elkind (2013) conducted a study to examine the effect of teacher training on the reading achievement of PswD, and they discovered that teachers who had received dyslexia training and were able to implement research-based strategies for reading had a significant positive impact on their students' reading achievement. Equally, the study of

Torgesen et al. (2001) concurs with the findings of this study in their earlier study that investigated the impact of teacher knowledge and instructional practices on the reading achievement of PswD. They found that teachers who had good understanding of dyslexia and who were able to implement evidence-based reading interventions had a significant positive impact on pupils' reading achievement. Similarly, Vaughn et al. (2011) found that teachers who were able to implement evidence-based reading interventions with fidelity had a significant positive impact on pupils' reading achievement.

The findings from in-depth interview found that relative contribution of teacher factors to the reading achievement among PswD in the Minna Metropolis indicated that almost all teachers interviewed have not attended any staff development programme as regards dyslexia; some of them claimed they come across the word when they were reading. Only Teacher E interviewed said he attended a workshop organised by National Commission for Collages of Education (NCCE) about seven months ago, and that is because he read special education at NCE level and he was interested in developing himself (Teacher E: Male; Bosso L. G. A. Minna metropolis; 6/3/2023).

4.5.5 Relative Contribution of Pupil Factors to the Reading Achievement

The findings of the study revealed that there was a significant contribution of pupils' factors to the reading achievement of PswD. This is in line with the submission of Rosalina and Nasrullah (2019) who found that there was evidence of increasing level of self-esteem also raise level of comprehension, which showed that there was a significant relationship between pupils' factor like self-esteem and reading achievement among PswD in the Minna Metropolis. This result is consistent with the findings of Schunk (2000) and Hisken (2011), who claimed that people with high self-esteem are able to finish academic activities effectively while those with lower self-esteem frequently give up when presented with tough or difficult tasks. This suggests that the students who felt more confident in themselves demonstrated perseverance and adaptability in their reading performance.

From the themes generated from in-depth interview on teachers' opinion of what they consider to be the attitude of PswD towards reading tasks, it revealed that most PswD always avoid anything that has to do with reading, they never want to have encounter with reading at all. Although many children are eager and prepared to start reading in kindergarten, PswD frequently struggle with literacy by that point, and when dyslexia is left undiagnosed and untreated, reading challenges from childhood persist

into adulthood. Their attitude towards reading became non-challant; I don't care; and become worried. Some of those pupils play about alone and many a times become quit and silent in class.

Many of the interviewed respondents noted that pupils struggling with reading cumulatively lose self-esteem to such an extent they begin to avoid reading tasks and fall behind in reading achievement progressively along the school grades.

4.5.6 Hypotheses

4.5.6.1 Relationship between Teacher Self-efficacy and Reading Achievement

The finding of this hypothesis has shown that there is a significant relationship between teacher self-efficacy and reading achievement among PswD in the Minna Metropolis. According to the results of this study, there is a link between teachers' self-efficacy and their students' reading ability. The conclusion simply means that students' reading achievement increases in direct proportion to teachers' level of self-efficacy. The teachers' encouraging examples will have a favorable impact on the students' reading achievement. The results also confirm the initial hypothesis put forth in this study, which is that there is a positive connection between both independent and dependent variables: Teachers' self-efficacy and pupils' achievement were significantly correlated. According to the findings, reading achievement among PswD is favorably connected with instructors' self-efficacy. Tschannen and Woolfolk (2001) found that the scale is reliable for gauging teacher efficacy in their research of 410 teachers. The aforementioned study's findings thus lend credence to the notion that formative reading achievement and teachers' self-efficacy are positively correlated.

Additionally, Adu, Tadu, and Eze (2012) found a link between teachers' self-efficacy and students' academic achievement. In light of this, teacher self-efficacy was a strong indicator of how well pupils would achieve academically in a few secondary school subjects. Principals of secondary schools should so promote teachers' sense of self-efficacy in the schools they oversee.

4.5.6.2 Relationship between Teacher Job Satisfaction and Reading Achievement

The results of this study showed a significant connection between reading achievement among PswD in the Minna Metropolis and teachers' job satisfaction. Consequently, among PswD Minna metropolis students, reading achievement was influenced by teachers' satisfaction with their jobs. This is consistent with the study's

findings and with Demirtas' (2010) assertion that teacher job satisfaction was quite high. It is assumed that a school with satisfied teachers will provide a high-quality education and raise successful children.

Johnson (2006) supported this view by lamenting that, motivated teachers are more likely to motivate students to learn in the classroom thus promoting academic achievement of the pupils. In the interview a teacher had to seek transfer from the metropolis to nearby village school to maintain her health. While at the previous school (before the transfer), she was of low morale and could not put forth her best. The finding is supported by Bellingham (2004), who conducted a study on teachers' job satisfaction and found that a higher percentage of teachers (52.9%) were extremely satisfied with their jobs. It is also clear that female teachers were happier with their jobs than male teachers, and Bellingham (2004) suggests that school owners must take measures to make sure that teachers are satisfied with their jobs in order for them to consistently provide a supportive environment for students. One might draw the conclusion that students have a greater likelihood of succeeding well academically if their teachers are well satisfied with the job they do. Summarily, there is a significant correlation between pupils with dyslexia students' reading achievement and teachers' satisfaction with their jobs.

4.5.6.3 Relationship between Teacher Expectation of Pupils' Performance in Reading and Reading Achievement

The findings of the study showed a substantial correlation between reading achievement among pupils with dyslexia in the Minna Metropolis and teachers' expectations of pupils' performance in reading. Hence, teacher expectation of pupils' performance in reading influenced reading achievement among PswD in the Minna Metropolis. Normally expectation of everybody who knows about dyslexia will be that PswD would fail or have difficulty in reading achievement. As a result of this unfavorable impression, teachers have lower expectations for PswD. On the other hand, teachers who correctly grasp dyslexia are more likely to assist students in overcoming the obstacles that the condition presents (Hornstra et al., 2010).

One of the teachers interviewed noted that he had to personally take interest in some dyslexic pupils in his class and had to 'psyche' them up that they are capable of reading fluently like other non-dyslexic pupils. He said, there was an improvement in their attitude to reading and performance. A teacher's ability to recognize pupils who

have challenges, especially PswD, depends on their understanding of dyslexia. Therefore, it's critical to investigate both teachers' actual knowledge of dyslexia and their views of it. To do this, a valid and dependable scale must be used to evaluate PswD.

De Boer (2010) submitted that while negatively biased expectations had a negative impact on future students' careers, favourably biased expectations have a favourable impact on students' achievement. Particularly, pupils from low-income homes and members of minority groups appear to be vulnerable to the negative consequences of unfair teacher expectations. According to Rubie-Davies (2010), teachers' typical levels of expectations for their pupils in the classroom varied, and this was mirrored in the way they behaved as teachers. Teachers with greater expectation spent more time developing a framework for pupils' learning, provided more feedback, questioned pupils using higher order questions, and favorably managed the behaviour of pupils in comparison to teachers with low levels of average expectations. On the basis of this, it would appear that teachers who had lower expectations for their pupils or towards particular categories of pupils (particularly pupils with dyslexia), provide these pupils fewer opportunity to learn.

4.5.6.4 Relationship between Pupil Home Background and Reading Achievement

The study's findings showed that there was no correlation between pupils with dyslexia pupils' home backgrounds and reading achievement in the Minna Metropolis. Hence, pupils' home background did not influence reading achievement among pupils with dyslexia in Minna Metropolis. This finding contradicts previous findings of Willingham (2012) who observed that disadvantaged children perform lower than children from high socio-economic status, that pupils from wealthy families do have advantage over those from less privilege families. This is because it is generally believed that pupils whose parents are civil servants and who live in the cities do have great educational opportunities than those whose parents are farmers and who stay in rural areas. Also, children of most politicians in government stay in the cities with literate, working and business parents who travel always. The consensus is that the better the living conditions the better the academic achievement of pupils.

Contrary to what was found in this study, Cain, Oak, Hill, and Bryant (2004) came to the opposite conclusion, concluding that students' home environments, including parental education and socioeconomic status, can significantly affect their reading performance. For instance, it has been discovered that students from more affluent

homes typically outperform students from less affluent homes in reading tasks. Similar to this, Bus, Van Ijzendoorn, and Pellegrini (1995) found that parents that are actively involved in their child's reading development, provide a welcoming home atmosphere, and participate in literacy activities like reading aloud to their children can assist to enhance their reading abilities.

4.5.6.5 Relationship between Pupil's Attitude towards Reading and Reading Achievement

The findings of this study showed a substantial correlation between reading achievement among PswD in the Minna Metropolis and teachers' expectations of students' performance in reading. Hence, pupils' attitude to reading influenced reading achievement among PswD. From the findings, it has showed that there is a strong correlation between teachers' expectation of pupils' performance in reading and reading achievement among PswD in the Minna Metropolis. Hence, pupils' attitude to reading influenced reading achievement, if their attitude is positive, then reading achievement will also be positive.

This result is consistent with Beers' (2003) assertion that readers who had a positive attitude toward reading viewed reading as both a delight and a way to develop a personal connection to the texts they were reading. The freedom these children have to choose their own books, discover authors, go to the library, keep reading journals, and take part in small group conversations all help these children become better readers. Children's attitudes toward reading are positively correlated with reading development since reading is a process where one extracts meaning from the texts. Learning, motivation, effort, and attitudes all increase when students are engaged in the information they are learning and have access to it (Schiefele, 1991). Additionally, Lazarus and Callahan (2000) found that pupils with dyslexia who received reading instruction in resource and special education classrooms expressed attitudes toward academic and leisure reading that were on par with or better than those of low and average non-disabled pupils, meaning that perceptions of ability are crucial.

In line with the theme of in-depth interview with teachers as regards attitude of dyslexic pupils to reading, a teacher concluded in his interview that children with dyslexia were not exposed to anything that has to do with reading so they become so careless and entertain fear to go near anything that deals with language laboratory. Where academic facilities are found is a no going area to them at early stage of

childhood, even, things like calendar, radio, television, and tape recorder are things they don't care about.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

This chapter presents summary of findings, conclusion, recommendations, limitation to the study and suggestions for future studies.

5.1 Summary

In this study, reading achievement among PswD in the Minna Metropolis was studied in relation to teacher and pupil characteristics. The general introduction to the study, a statement of the issue, and the goal of the investigation are all covered in the first chapter. To direct the investigation within the confines of the dependent and independent variables in the Minna Metropolis, six research questions and six hypotheses were raised. Finally, the following terms were operationally defined: dyslexia, teacher factors, pupil factors, reading achievement, teacher self-efficacy, teacher job satisfaction, and teacher expectation of pupils' performance in reading, pupils' home background, and pupils' attitude towards reading, self-esteem as well as Minna metropolis.

In the second chapter conceptual, theoretical and empirical reviews of the related literatures were discussed. The areas discussed under conceptual review includes: the concepts of learning disabilities, reading and components of effective reading which includes fluency; reading comprehension and achievement, the concepts of dyslexia; teacher self-efficacy; teachers job satisfaction; teachers' expectation of pupils' performance, attitude of pupils with dyslexia towards reading, self-esteem of pupils with dyslexia, as well as pupil's home background. The Schema Theory and Banduras' Theory of Self-Efficacy served as the study's foundations. Under empirical review, the following were discussed: teacher self-efficacy and reading achievement among pupils with dyslexia; teacher job satisfaction and reading achievement among pupils with dyslexia; teacher expectation of pupils performance in reading and reading achievement among pupils with dyslexia; attitude to reading and reading achievement among pupils with dyslexia; self-esteem and reading achievement among pupils with dyslexia, home background and reading achievement among pupils with dyslexia as well as appraisal of literature reviewed.

The research methodology, including the research design, population, sample and sampling method, instruments, procedure for data collection and data analysis, were provided in chapter three. The findings, a summary of the information gathered on each research topic and discussion of findings were addressed in Chapter four. The final chapter covered a summary of the results, implications, conclusion and recommendations. The study's findings showed the following:

- (1) There is high teachers' self-efficacy, job satisfaction, expectation of pupils' reading performance as well as high pupils' self-esteem and attitude towards reading among the respondents, meaning that, there are significant positive relationships between the dependent and independent variables.
- 2) The joint contribution of the teachers' factors (teachers' self-efficacy, job satisfaction, expectation of pupils' reading performance) to the dependent variable was significant.
- 3) The joint contribution of pupils' factors to the reading achievement among pupils with dyslexia in the Minna Metropolis was also significant
- 4) The relative contribution of teachers' factors to the reading achievement among pupils with dyslexia in the Minna Metropolis was significant

5.2 Educational Implications of Findings

Most of the primary school teachers are graduates of various universities, forty percent (42%) have their first degree and those that studied education might have heard of special education, so, dyslexia may not be something new to them, as their university education can benefit them in terms of educating pupils with dyslexia. And these teachers education can grossly improve the education of pupils with dyslexia. When a positive and productive knowledge of special education is properly utilised, it could help pupils with dyslexia in reading achievement as other inexperienced teacher could take a clue in benefiting from their wealth of knowledge. When teachers deploy Individualised Education Programme (IEP) as well as Teach Test Teach Method (TTTM) in a class of pupils with dyslexia, the pupils will achieve greatly in the area of reading achievement from those school programmes.

On the part of pupils, the need for improved attitude toward reading is emphasized because when PswD develop favourable attitude to reading the effect of their reading problem will be reduced. Also, having a high self-esteem about oneself is better than having a low self-esteem. When pupils believe in their capabilities they

perform well in school subjects including reading tasks. The importance of favourable home background is also identified in this study.

5.3 Conclusion

The research looked at teacher and pupil factors as correlates of reading achievement among PswD in the Minna Metropolis. The findings showed a substantial correlation between reading achievement among pupils with dyslexia in the Minna Metropolis and teachers' self-efficacy, job satisfaction, and expectations for pupils reading performance, as well as high pupils' self-esteem and attitude toward reading. Using a sequential mixed methods approach, the researcher was able to analyse the link between the independent and dependent variables of the study as well as interview a number of teachers in-depth to find out more about the study. The quantitative part of the study involved establishing a correlation between the dependent variable (reading achievement among pupils with dyslexia) and the independent variables (teacher self-efficacy, job satisfaction, and expectations of students' performance in reading, students' home backgrounds, self-esteem, and attitude toward reading). The qualitative aspect involved conducting in-depth interview with 10 most experienced teachers of pupils with dyslexia in the Minna Metropolis to come up with findings.

It is therefore concluded that, teachers' effectiveness, job satisfaction and their expectation of pupils' performance in reading predicted positive achievement in pupils with dyslexia in the Minna Metropolis, Niger State, Nigeria.

5.4 Limitations of the study

This study is limited to twenty-seven public primary schools in Minna Metropolis, Niger state, Nigeria of which there are forty-three public primary schools in Minna Metropolis, Niger state, Nigeria. The study is unable to cater for students with learning disabilities in private primary schools in Minna Metropolis, Niger state, Nigeria. This study is also limited to primary school pupils with dyslexia while the study excluded secondary school students with dyslexia.

5.5 Recommendations

According to the study's conclusion, the following recommendations are made:

1. In order to support pupils with dyslexia, teachers must have the knowledge, skills and abilities necessary to teach pupils with dyslexia effectively. Professional development programmes should be organised so as to help teachers understand the unique needs of pupils' with dyslexia, learn effective teaching strategies, and develop personalised instructional plans.
2. There should be collaboration between teachers and specialists such as reading specialists, speech and language therapists, and occupational therapists to help develop effective support plans for pupils with dyslexia. To make sure that students receive the assistance they require for success, teachers should collaborate closely with these experts.
3. Dyslexia is a highly individualised condition; therefore instructional approaches are supposed to address learning uniqueness of each pupil. Teachers should use a variety of instructional approaches and strategies, such as multisensory instruction, to help pupils with dyslexia learn to read.
4. A positive classroom environment should be fostered, this can help pupils with dyslexia feel supported and motivated to learn. Teachers should create a welcoming and inclusive classroom culture, celebrate pupils' successes, and provide opportunities for pupils' to build confidence and self-esteem.
5. Dyslexia can have a significant impact on pupils' social-emotional development. Teachers can support pupils' emotional well-being by providing opportunities for social interaction, building positive relationships with students, and providing guidance and support to help students cope with the challenges of dyslexia. This can help pupils' feel more confident and motivated to learn.
6. The school authority should ensure the availability of counseling service for pupils with dyslexia and their parents in order to help them understand themselves and adjust positively to the challenges ahead of them.

5.6 Contributions to Knowledge

1. This study has established that pupils' attitude towards reading, teachers' expectations and self-efficacy were potent factors on the reading achievement of pupils with dyslexia in Minna Metropolis, Nigeria.

2. The study also affirmed that paucity of special education teachers, insufficient teaching materials, inappropriate teaching strategies, population explosion in schools and poor management of pupils with dyslexia were major factors responsible for low reading achievement of pupils with dyslexia.
3. The findings of this study serve as an eye opener to stakeholders in education, especially in special education as well as pupils with dyslexia, to know that dyslexia is a curable problem and will not interfere with their academic dream, their academic achievement can be improved upon if dyslexia is detected and care for early in enough.
4. The study has also contributed positively by highlighting the significant relationship between teachers' expectation of pupils' performance in reading and reading achievement among pupils with dyslexia in the Minna Metropolis. In addition, more than the contributions of self-concept there is a significant contribution between teachers' self-efficacy and reading achievement among pupils with dyslexia in the Minna Metropolis
5. The study has contributed to knowledge in the areas of reading, reading achievement and reading comprehension to pupils with and those without dyslexia.

5.7 Suggestion for Further Studies

1. It is suggested that researchers should use this study as a springboard to dive into further researches to ascertain the relationship between school factors and other teacher factors not captured in this study, and teachers' awareness of dyslexia.
2. It is suggested that this study could be replicated using another population in a different location to consolidate its findings.
3. The scope of the study is also to be extended to other variables like school environment, economic background of parents of pupils with dyslexia, as well as other factors not considered in the present study. The scope can also be extended to factors like motivation, native language of the community among others.
4. Prevalence of dyslexia could also be investigated because there have been estimates of prevalence of dyslexia ranging from 5% to 20% in the U.S. Here in Nigeria, the available data are not reported widely enough to attain accuracy.

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APPENDIX 1

Department of Special Education,
Faculty of Education,
University of Ibadan,
Ibadan, Nigeria.

22nd October, 2021

The Chairman,
Niger State Universal Basic Education Board

Through,
Director Planning Research and Statistics

Through,
Director Administration
Niger State Universal Basic Education Board
Minna, Niger State

Dear Sir/Madam,

REQUEST TO ADMINISTER QUESTIONNAIRE

The researcher is a Ph.D. candidate at the aforementioned institution who is investigating "Teacher and Pupil Factors as Correlates of Reading Achievement Among Primary School pupils with dyslexia in Minna Metropolis" in order to meet the criteria for the degree of PhD in Special Education. The study is entirely academic, and the findings were used only for that purpose and in the strictest confidence.

In order to ensure the effective completion of the study, the researcher kindly requests your assistance and cooperation in this respect.

Yours faithfully,

Ibrahim Zakariyah
PG/211177

APPENDIX 1I

NIGER READING INVENTORY (word list)

READING WORDS LIST 1									
	GROUP A		GROUP B		GROUP C		GROUP D		GROUP E
1	The	21	His	41	Far	61	Bird	81	Their
2	And	22	Went	42	Saw	62	Book	82	two
3	A	23	Go	43	Come	63	Brother	83	big
4	He	24	That	44	Monkey	64	Do	84	can
5	Is	25	tortoise	45	Tree	65	Have	85	Flower
6	To	26	Food	46	Father	66	Mother	86	let
7	I	27	Rat	47	Say	67	Them	87	live
8	My	28	Children	48	School	68	After	88	no
9	One	29	House	49	She	69	Buy	89	take
10	Was	30	Me	50	You	70	Going	90	who
11	Then	31	We	51	Him	71	Home	91	from
12	Said	32	Cat	52	On	72	Not	92	our
13	Lion	33	When	53	Some	73	Want	93	story
14		34	It	54	Came	74	Woman	94	all
15	There	35	So	55	This	75	Table	95	has
16	They	36	Her	56	About	76	Bush	96	king
17	Eat	37	Time	57	Once	77	Kill	97	snake
18	Day	38	Will	58	See	78	Meat	98	what
19	Man	39	Are	59	Upon	79	Of	99	friend
20	Boy	40	Dog	60	With	80	Stone	100	told

WORD LIST 2

	GROUP K		GROUP L		PSEUDO 1		PSEUDO 2		PSEUDO 3
101	Slack	121	Cascade	141	Bab	161	Gwari	281	Bundenwald
102	Trachea	122	Campaign	142	Baba	162	Gwandara	282	Traxam
103	Hear	123	poignantly	143	Badaboo	163	Ganaram	283	Quixiad
104	Uncle	124	champagne	144	Nuba	164	Ole	284	Rantiyabo
105	Flack	125	Ascension	145	Zama	165	Brezango	285	Bentwine
106	Envelope	126	Annunciation	146	Maza	166	Kindirmo	286	Firdaus
107	Arrive	127	Ice	147	Zuma	167	Ogbono	287	Kpankpala
108	Scamper	128	Lice	148	Samu	168	Gbogbonishe	288	Anansewa
109	Whimper	129	Dice	149	Wusa	169	IsialaNgwa	289	stearch
110	Flustered	130	Bike	150	Saf	170	Wutsiya	290	dright
111	Dawn	131	Splice	151	Ruga	171	Tantabara	291	wonzui
112	Night	132	Chide	152	Hujaj	172	Shakalaka	292	Manchok
113	Masticating	133	Strike	153	Dankuwa	173	Shebaraba	293	Mitumbi
114	gesticulating	134	Smoke	154	Tayaba	174	Lakpa lakpa	294	Mitsumi
115	Yuletide	135	Stroke	155	Baruten	175	Gbu	295	dharman
116	Outlandish	136	Thrive	156	Nangal	176	Okpala	296	Chinchpokli
117	Heartbeat	137	Cube	157	Tangale	177	Tsawa	297	mumbai
118	Mendacity	138	Fuse	158	Fulfulde	178	Tsatsa	298	Legbodza
119	Velocity	139	June	159	Nwayi	179	Dzama	299	sukarnoputri
120	Viciousness	140	Rude	160	Chineke	180	Dzangu	300	Sulistyoy

SCREENING PASSAGE

I

I have always loved to travel. I like to know places. I think I got that from my father. He loves to go places and see things. As the first of the family, even though a daughter, I went places with my parents. I followed my mum too when she goes to markets to sell her ware. I remember once we went to Zuba. We saw a rock that frightened me. The rock had this ugly face like. It looked to me ugly. It was as if it was frowning at me. I could not look much. It was awful. They *call* the rock Zuma Rock.

II

As we watched the Zuma Rock, my friend's mother passed by. My friend's mother sells flowers for decorating tables. She sells to big hotels. Mama, as we call her never fails to amaze me. She has a body like a barrel, she is big. Her head is small like the tortoises. In spite of her body size, she moves fast like a snake. Mama told us she was a Gwandara from Kebbi. She said she attended Annunciation Girls High School in Ganaram. She said her teachers were mostly from Ghana including one Mrs Anansewa. She said the madam once developed a disease called *Lapa* which was treated by a native doctor from Baruten. She said the native doctor slashed the *Ogbono* seed into a cube which he mixed with concoction. He chanted some gibberish and gave her to drink.

SCREENING PASSAGE I

Okon shakes hands with the Governor

Okon is 10 years old. He attends Nazareth School, Festac Town, Lagos. Okon is a humble, gentle, obedient, respectful, hardworking and intelligent boy. He goes to school regularly. He respects his teachers, parents, elders and his fellow pupils. He plays with other pupils in the school. In fact, he loves everybody and everybody loves him.

One day, at the assembly hall, the headmaster announced that the Governor Lagos State would be visiting the school to inspect the new buildings. He advised the pupils not to make noise and should stay in their classes so that the Governor would know that they are obedient and diligent pupils.

II

My encounter with Armed Robbers

On that fateful day, I was going to the bank to withdraw some money to pay my accommodation rent. As I came out of the bank, I hailed a taxi to me to another bank to pay in the money into my landlord's account. We agreed on a fee and I entered the taxi. About ten minutes later, the driver demanded for my mobile phones and when I asked for the reason he brought out a gun. I was afraid but I told him to stop the car. After about a kilometer, he decided to stop the car and I quickly jumped out.

Reference: English Studies: Prime English 6. NRDC: HEBN Publishers Plc.

APPENDIX III
DEPARTMENT OF SPECIAL EDUCATION, UNIVERSITY OF IBADAN

TEACHERS' SENSE OF EFFICACY SCALE

School: _____

LGA: _____

Age: 20-40 () 40 and above ()

Gender: Male () Female ()

Teaching Experience 1-10 () 11-20 () 21-30 () 31 and Above ()

Educational Qualification: (A) NCE/OND (B) B.ED/BA/BSC (D) PGDE (E) others specify.....

Please indicate your opinion about each of the statements below using the keys 1-5.

1=Nothing 2= Very Little 3= Some Influence 4= Quite a Bit 5= A Great Deal

S/N	Teachers beliefs	1	2	3	4	5
1	How much flexibility do you have when it comes to assessment methods?					
2	How much of a different explanation or illustration can you offer students who are perplexed?					
3	How well can you create engaging questions for your students?					
4	How well can you implement alternative strategies in your classroom?					
5	How well are you able to answer to challenging questions from your pupils?					
6	How much can you change your classes to suit every pupil's ability level?					
7	How well can you assess the level of pupil's understanding of the material you have taught?					
8	How well are you able to give pupils that are exceptionally capable the right challenges?					
9	What can you do to regulate disruptive behaviour in the classroom?					
10	What can you do to ensure the pupils obey classroom rules?					
11	How much can you do to calm a pupil who is disruptive or noisy?					
12	How successfully can you set up a system of classroom management with each class of students?					
13	How successfully can you prevent a few disruptive students from destroying a whole lesson?					
14	How well are you able to deal with defiant pupils?"					
15	How effectively can you communicate your expectations for student behaviour?					
16	How well are you able to create routines to keep activities running smoothly?					
17	How much can you do to persuade students that they can succeed in their academic work?					
18	What can you do to encourage your students to value learning?					
19	How much can you do to inspire students who don't seem to care about their schoolwork?					
20	How much can you support parents in ensuring that their kids succeed in school?					
21	How much can you do to help a student who is struggling with understanding?					
22	How much can you do to foster critical thinking in your students?					
23	How much can you do to foster pupil creativity?					
24	How much can you do to get through to the most difficult pupils?					

APPENDIX IV

MINNESOTA SATISFACTION QUESTIONNAIRE (MSQ)

Please indicate your opinion about each of the statements below using the keys 1-5.

1. Not Satisfied 2. Somewhat Satisfied 3. Satisfied 4. Very Satisfied 5. Extremely Satisfied

S/N	How satisfied am I with this aspect of my job?	1	2	3	4	5
1	The capacity to remain active often					
2	The potential to work independently					
3	The opportunity to occasionally engage in different activities					
4	The opportunity to be "somebody" in the neighborhood					
5	My boss's treatment of his or her employees					
6	The ability of my boss to make decisions					
7	Being able to act in a way that doesn't violate my conscience					
8	My job's ability to provide stable employment					
9	The opportunity to provide services to others					
10	The opportunity to direct others					
11	The opportunity to perform an activity that engages my skills					
12	The manner in which methods of instruction are used					
13	My earnings and the volume of work I do					
14	The likelihood of growth in this line of work					
15	The ability to make my own decisions					
16	The ability to experiment with my own ways of working					
17	The working conditions					
18	The way my co-workers get along with each other					
19	The compliments I receive for performing well					
20	The sense of satisfaction I experience at work					

APPENDIX V
TEACHER EXPECTATIONS SURVEY

Please respond by considering how well each statement applies to your classroom and your pupils.

1= Strongly Disagree 2= Disagree 3= Don't Know 4= Agree 5= Strongly Agree

S/N	Teachers' expectations	SD	D	U	A	SA
1	Equal quantities of work are assigned to boys and girls.					
2	I prefer students who are more like me in terms of personality and temperament.					
3	I make class enjoyable, therefore my students perform well.					
4	I have the same expectations for all students, regardless of how frequently a member of their family attends school.					
5	Messy students have lower expectations from me.					
6	I don't make my students feel uncomfortable, thus they perform well in class.					
7	I don't allow students to participate in class if they don't bring their materials.					
8	I am continuously keeping an eye on pupils that frequently cause issues.					
9	I urge pupils to give it their all.					
10	No matter how tidy or dirty a student is, I have the same expectations for them.					
11	I have the same expectations for every pupil, regardless of ethnicity.					
12	When pupils don't have their class materials, I don't assist them.					
13	Pupils perform well because I expect that they will.					
14	Group projects including boys and females cannot be done jointly.					
15	I expect equality from both boys and girls.					
16	Pupils who consistently complete their tasks receive my favour.					
17	If a pupil is a class clown, I expect less of him or her.					
18	I believe learning should be enjoyable.					
19	Because I let pupils participate in decision-making in the classroom, they perform well in it.					
20	Questions are posed to both boys and girls equally.					
21	Because of their families' education, I expect that my pupils should succeed.					
22	My pupils do well because I am organised					

APPENDIX VI

PUPIL HOME BACKGROUND QUESTIONNAIRE (PHBQ)

Gender: Male [] Female []

Age: 9-15 () 15-19 () 20-24 ()

Indicate your family type: Monogamous () Polygamous () Single parent () Others ()

School: _____

LGA: _____

INSTRUCTION: Please respond to this questionnaire as honestly as you can

1. Class: _____
2. Location or Residence: GRA () Estate () Slum ()
3. Are you living with your parent(s)/guardian(s)? _____
4. Are your parent(s)/guardian(s)? (a) Literate/educated (b) illiterate/uneducated
5. Did your father/guardian attend a _____? (a) primary school (b) secondary school (c) no school at all (d) polytechnic (e) university
6. Did your mother/guardian attend a _____? (a) primary school (b) secondary school (c) no school at all (d) polytechnic (e) university
7. What is your parent(s) guardian(s) higher qualification? _____
8. How many wives have your father/guardian? _____
9. What is the occupation of your parent(s)/guardian(s)? Father/Guardian _____
10. How often do your parent(s) guardian(s) help you with your school work? (a) always (b) sometime (c) once a while (d) no help at all (e) other (specify)
11. What language(s) do you speak at home? _____
12. Which of the following do you have at home? Tick appropriately (a) radio set (b) television set (c) satellite set (d) library (e) all of the above (f) none of the above
13. Do you have access to internet facilities at home? _____
14. Do your parent(s)/ guardian(s) buy newspaper or magazines? _____
15. Do your parent(s)/guardian(s) encourage you to read them? _____
16. Do your parent(s)/guardian(s) encourage you to speak good grammar and write well as home? _____
17. Do you have sibling(s)/Peer groups that you play with at home? _____

APPENDIX VII
ROSENBERG SELF-ESTEEM SCALE

Rate yourself based on the items below:

1 – Strongly Disagree, 2 – Disagree, 3 – Agree, 4 –Strongly Agree

S/N	Pupils' self-esteem	1	2	3	4
1	I believe that I am a valuable person, at the very least on an equal footing with others.				
2	I believe I possess a variety of positive traits.				
3	All in all, I am inclined to think that I am a failure				
4	I am able to do things as well as other people				
5	I don't think I have many things to be proud of.				
6	I have a favourable attitude about myself.				
7	Overall, I am pleased with myself.				
8	I wish I could appreciate myself more.				
9	I do occasionally feel useless.				
10	I sometimes feel like I'm not very good.				

APPENDIX VIII
READING ATTITUDE QUESTIONNAIRE

Please tick the following questions as applicable to you

1 – Strongly Disagree, 2 – Disagree, 3 – Agree, 4 –Strongly Agree

S/N	Reading attitude	SD	D	A	SA
1	I can become more refined if I read English				
2	If I read English, I can find different kinds of information.				
3	Reading English is troublesome				
4	English reading will help me in my future job.				
5	If I don't know every word, I get anxious.				
6	If I read English, I can expand my vocabulary.				
7	To do well in class, reading English is helpful.				
8	If I read English, I can learn many things.				
9	If I read English, I feel at ease.				
10	Sometimes, even when I read, I worry that I might not understand.				
11	If I read English, I can improve my reading skills.				
12	To score credit in class activities, reading English is helpful.				
13	Reading English is dull				
14	If I read English, I learn about different ways of thinking.				
15	Reading English can help me become more sensitive to the English language.				
16	If I read English, I get exhausted.				
17	When I'm uncertain about my comprehension of the book's contents, I get apprehensive.				
18	If I read English, I feel revitalized and relaxed.				
19	To get a job, reading English is helpful.				
20	Even if I don't fully understand the book's contents, it doesn't bother me.				
21	Reading English is enjoyable				
22	If I read English, I learn about varied ideals.				

APPENDIX IX

READING ACHIEVEMENT TEST FOR PRIMARY SIX PUPILS (RATPSP)

Read the following passages and answer the questions on each of them.

Passage A

Once upon a time, there was a proud lady in the village of Aria. The proud lady refused to marry any man because she thought she was too beautiful to marry anyone. Many rich and influential chiefs came to seek her hand in marriage but Zainab, as she was called would not give anyone of them any audience. Her parents spoke to her but to no avail.

Questions

- Why did the girl decide not to get married in the village?
A. The men were poor B. the suitors were ugly C. She was underage D. She thought she was too beautiful to marry anyone.
- The word “rich” in the passage can be replaced with ----- to give the same meaning.
A. influence B. poor C. wealthy D. great
- According to the passage, the name of Zainab’s village is -----
A. Aria B. Arunah C. Korokpa D. Tunga

Passage B

The home is the premier training ground for children. Poor housing, health, and nutrition affect the growth of the children. Children learn more examples from their parents. Women’s role in the home is important. Our women today are no more ready to stay at home and supply the children their necessary moral ingredients. They have delegated their motherly role to paid house maids.

Questions

- The premier training ground for children as used in the passage means-----?
A. the first B. the big C. the second D. the only
- According to the passage, poor ----- can affect the growth of a child.
A. sports B. excursion C. language D. nutrition
- As used in the passage, the statement, “Women’s role in the home is important” means that.
A. Women love children more than men B. Women know how to cook
C. Only women can train a child D. Women make useful contributions in the home

Passage C

The arrival of a boy in the family is usually celebrated with fun fare in African society. Africans still believe that it is a taboo for any couple to be continually blessed with female children.

Questions

- Africans welcome the arrival of baby boys with-----
A. celebration B. cold attitude C. joint efforts D. indifference
- This passage shows that Africans
A. place more value on baby girls B. place less value on the sex of a child C. place greater value on baby boys D. often place more value on baby girls
- Africans believe that to be continually ----- with female children is a taboo.
A. glorified B. blessed C. beautified D. cursed

Passage D

We took a stroll and then sat down at a bench that was shaded by lovely flowers and trees one Sunday when I was visiting my mother. One of those calm days in summer when the sun was pleasant and the air was lovely and calm. I gave her a hug as I thanked

her for all that she had done for me. I then reflected that I want to always remember this time. Even now, when I look back to the day my mother died away 11 years ago, I feel such love and peace of mind.

Questions

10. According to the passage, the writer sat down on a ----- with his mother.
A. car B. table C. bench D. tree
11. The writer and his mother went for a walk on a-----
A. Sunday B. Monday C. Friday D. Saturday
12. The writer's mother died how many years ago?
A. 10 B. 15 C. 5 D. 11

Fill in the missing words

13. Timi is ----- than Rufai.
A. old B. older C. oldest D. more older
14. His clothes ----- made by a good tailor.
A. is B. be C. are getting D. are
15. My father ----- to his office every day.
A. drives B. drive C. drove D. is driving
16. My mother insists ---- my going there.
A. on B. in C. to D. for
17. The two brothers came in ----- the back door.
A. within B. along C. across D. through
18. Since my luggage is ----- than yours, you should help me.
A. heavy B. heavier C. heaviest D. more heavier
19. During dry seasons, cattle herdsmen move to areas where ----- is available in the south.
A. forest B. trees C. water D. air
20. The word "pride" can also mean -----
A. arrogance B. pleasing C. excited D. fair

APPENDIX X

Oral Interview Guide for Teachers of PswD

1. What is dyslexia?
2. What are the causes of dyslexia?
3. What are the reasons for low achievement in reading among PswD in the Minna Metropolis?
4. What are the challenges associated with dyslexia in your class?
5. Have you attended workshop or certificate course that update your knowledge about PswD?
6. If the answer to question 5 is “no” will you like to participate in such professional development programmes?
7. What do you consider to be attitude of PswD towards reading tasks?
8. Are regular education teachers in your area favourably disposed towards teaching PswD?
9. In your opinion, what aspect of academic pursuits can reading difficulties affect?
10. Suggest ways to improve the reading achievement of PswD.

APPENDIX XI

Distribution of primary schools in Niger State and staff strength as at 2021

S/N	L. G. A	Number of Schools	Number of Head Teachers	Male Teachers	Female Teachers	Total
1.	AGWARA	57	57	225	50	275
2.	AGAIE	165	165	876	367	1243
3.	BIDA	54	54	929	619	1548
4.	BORGU	139	139	774	506	1280
5.	BOSSO	95	95	566	753	1319
6.	CHANCHAGA	30	30	672	1539	2211
7.	EDATI	104	104	642	81	723
8.	GBAKO	198	198	636	109	745
9.	GURARA	106	106	552	391	943
10.	KATCHA	196	196	1441	173	1614
11.	KONTAGORA	50	50	298	270	568
12.	LAPAI	161	161	642	366	1008
13.	LAVUN	213	213	1375	468	1843
14.	MAGAMA	101	101	482	310	792
15.	MARIGA	161	161	270	157	427
16.	MASHEGU	140	140	388	91	479
17.	MOKWA	204	204	820	231	1051
18.	MUNYA	109	109	374	200	574
19.	PAIKORO	189	189	946	767	1713
20.	RAFI	125	125	443	186	629
21.	RIJAU	84	84	392	150	542
22.	SHIRORO	171	171	1101	670	1771
23.	SULEJA	77	77	278	774	1052
24.	TAFA	47	47	204	158	362
25.	WUSHISHI	67	67	262	108	370
		3043	3043	15588	9494	25082
GRANDTOTAL						

Source: Education Management Information System Unit NSUBEB Minna (2021)

APPENDIX XII
REQUEST LETTER TO MINISTRY

University of Ibadan,
School of post Graduate Studies
Faculty of Education
Department of Special Education
Ibadan, Nigeria.
22nd October, 2021

Chairman,
Niger State Universal Basic Education Board
Through,
Director Planning Research and Statistics
Through,
Director Administration
Niger State Universal Basic Education Board
Minna.

*Ullage of 22
D.P.S 10
2021*



Dear sir/Madam,
REQUEST TO ADMINISTER QUESTIONNAIRE

The researcher is a Ph.D student of the above address conducting a research on "Teachers' and Pupils' personal factors as correlates of Reading achievement among Primary school pupils with Dyslexia in Minna metropolis" to fulfill the requirements for the award of Ph.D in special Education. The study is purely academic and the results obtained from the study will be treated with utmost confidentiality and for academic purpose.

The researcher solicits for your support and cooperation in this regard towards ensuring successful completion of the study.

Yours Faithfully,

Ibrahim Zakariyah 22/10/2021

IBRAHIM, Zakariyah
PG/211177

APPENDIX XIII

APPROVAL LETTER FROM MINISTRY

CHANCHAGA LOCAL GOVERNMENT EDUCATION AUTHORITY
MINNA, NIGER STATE.

OFFICE ADDRESS:
Chanchaga Local Gov't
Secretariat Complex
Minna, Niger State

006-221985
Email: www.clgea.ng.org

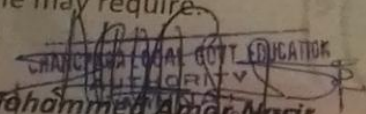
Our Ref: _____
Your Ref: _____ Date: 28/10/2021

The Head Teacher,

Re: Introductory Letter

I write under directive on the above subject matter, the bearer **Ibrahim Zakariyah** who is a Ph.D student of University of Ibadan and currently on research (Teachers and Pupils Personal Factors as correlates of Reading achievement among primary school pupils with Dyslexia in Minna Metropolis).

However the LGEA recommends for every possible assistance that he may require.


Mohammed Amar Nasir
H.O.S.S.
Hos Academic Services
For: Education Secretary

APPENDIX XIV

**RESEARCHER'S EXPERIENCE WITH CLASS TEACHER AND PUPILS IN
CHANCHAGA**



PUPILS BUSY FILING THE QUESTIONNAIRE IN YAHAYA BAWA PRIMARY SCHOOL BOSSO



PUPILS BUSY FILING THE QUESTIONNAIRE IN BIRGI PRIMARY SCHOOL BOSSO



PUPILS BUSY FILING THE QUESTIONNAIRE IN MAITUMBI PRIMARY SCHOOL BOSSO



PUPILS BUSY FILING THE QUESTIONNAIRE IN IBB PRIMARY SCHOOL MINNA



PUPILS BUSY FILING THE QUESTIONNAIRE IN 123 PRIMARY SCHOOL MINNA



PUPILS BUSY FILING THE QUESTIONNAIRE IN LIMAWA PRIMARY SCHOOL MINNA



PUPILS BUSY FILING THE QUESTIONNAIRE IN BAIKONA PRIMARY SCHOOL PAIKORO



PUPILS BUSY FILING THE QUESTIONNAIRE IN ARMY CHILDREN SCHOOL PRIMARY SCHOOL BOSSO



PUPILS BUSY FILING THE QUESTIONNAIRE IN CENTRAL PRIMARY SCHOOL PAIKO



PUPILS BUSY FILING THE QUESTIONNAIRE IN CENTRAL PRIMARY SCHOOL KWAKUTI IN PAIKO

