

INTERVENTION STRATEGIES FOR MANAGING DYSPLEXIA AMONG PRIMARY SCHOOL PUPILS IN MUNICIPAL LOCAL EDUCATION AUTHORITY, KANO STATE

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Abstract

This study examined teacher management and intervention strategies for remediating dyslexia among pupils in municipal local education authority, Kano state. Descriptive survey research design was employed, specifically, cross sectional research design. The population of the study consisted of all the primary three (3) teachers and pupils of three selected primary schools with total number of 261 from where the sample size of 80 teachers and 190 pupils was selected using purposive sampling technique. Three instruments were used for the collection of data: teacher observation checklist, reading ability test, and teacher questionnaire for managing pupils with dyslexia. Descriptive statistics of frequency and percentage were used in analyzing the data in the study. Among the findings, it was established that, modelling method, drilling method, phonics method, were found as the most effective strategies on managing pupils with dyslexia in primary schools of municipal local government education authority, Kano state. It is therefore recommended that, teachers should be aware of their pupils' education needs, and also recognize their learning strength and weakness in order to select the appropriate teaching technique and suitable materials to help them overcome their specific learning difficulties.

Key words: Teacher Intervention Strategy, Managing Dyslexia, Primary Pupils

Introduction

Dyslexia otherwise referred to as profound reading difficulty is one of the greatest challenges to learning disabilities specialists. The reason why these children¹ are experiencing dyslexia apart of those with highest proportion of children with learning disabilities. However, because of the importance of literacy skills in all aspects of academics and professional life, dyslexia tend to limit individual potential for success more than that of other kind of problem a learning disabled may come across, (Mellard 2014), This caused most of them to drop out of school due to their inability to have access to equal and quality education that consider their uniqueness. For these reasons, it is important for special education teachers to explore every avenue for effective management and remediation of dyslexia. In view of that, various management strategies can be employed by the teachers as an instruction to meet the needs of dyslexia children, particularly appropriate in managing the dyslexia child.

Management of dyslexia depends on a multiple of variable, there is no one specific strategy or set strategies which will work for all who have dyslexia some teaching is geared to specific

reading skills areas, such as phonetic decoding, whereas other approach are more comprehensive scope, combining techniques to address basic skills along with strategies to improve comprehension and literary appreciation many programs are multisensory in design, meaning that instruction includes visual, auditory, and kinesthetic or tactile elements, as it is generally believe that such forms of instruction are effective for dyslexia learners several special education approaches have been developed for pupils with dyslexia adaptive technology, such as specialized computer software, has resulted in recent innovations helpful to many people with dyslexia one factor that characteristic the field of dyslexia remediation is the stream of alternative therapies for developmental learning disabilities, These controversial treatments include nutritional supplement, special diets, homeopathy, and osteopathy/chiropractic manipulation (Henry,1998).

Remediating pupils with dyslexia is an important aspect which experts which provided various solutions and suggestion to his problem of learning difficulty. They have suggested remediation in different specific learning disabilities and varieties of teaching techniques for managing pupils with dyslexia. The management strategies identified include colour coded, phonics approach strategy etc (Abang, 2005). Appropriate teaching is one of the most positive management strategy which entails clear understanding of what the child really are met (Garuba, 2011). He also added, that it is important to note the kind of remedial program used for the pupils with dyslexia depends on the severity of the disability.

Statement of the Problem

Many studies on the causes of pupil's poor reading skills argue that teachers in the primary schools have poor reading skills (Moores, 2014). While, other studies found the use of obsolete methods and strategies by teachers as being responsible for pupils' inability to read (Sloan, 2012). There are many children that encounter reading problems in Kano to the extent that some of them might completed 6 years of primary education without the ability to read fluently. Current research suggested that many student reading problems stem from such factors as: poor instruction; lack of reading readiness; cultural differences. This study focussed on investigating the extent to which teachers, employed management strategies in overcoming dyslexia among primary schools pupils with particular reference to municipal local education authority, Kano state.

Objectives of the Study

The study sought to find out:

1. The prevalence of pupils with reading difficulties in Municipal Local Education Authority, Kano state.
2. The specific reading errors observed among primary school pupils with reading difficulties in Municipal Local Education Authority, Kano State.
3. The strategies used in managing pupils with reading difficulties in Municipal Local Education Authority, Kano State.

Research Questions

1. What is the prevalence of pupils with reading difficulties in Municipal Local Education Authority, Kano State?
2. What are the specific types of reading errors observed among pupils with dyslexia in Municipal Education Authority, Kano State?
3. What are the strategies used in managing pupils with reading difficulties in Municipal Local Education Authority, Kano State?

Methodology

The study adopts a descriptive survey research design specifically cross-sectional survey research design design. The population for this study comprised all the primary school teachers (112) and (261) in the three selected primary schools in Municipal L.E.A. Thus; Jarkasa, Kwalli, and Shahuchi primary schools respectively out of which 80 teachers and pupils 190 were selected as a sample size using purposive sampling technique. The study employed three instruments which includes; Teachers Observation Checklist, Reading Ability Test and Teacher Questionnaire for Managing Pupils with Dyslexia. The research instruments were all validated by 3 facilitators from the department of special education and others Bayero University, Kano. After gathering all the data, it was analyzed using descriptive statistics specifically, frequency and simple percentage in order to answer the research questions.

Results

Research Question One: What is the prevalence rate of pupils with dyslexia in Municipal Local Education Authority, Kano State?

Table 1: The Prevalence of Pupils with Dyslexia

S/N	Name of school	Frequency	Percentage
1	Jarkasa	41	21.5
2	Kwalli	67	29.6
3	Shahuchi	82	37.0
Grand Total		190	100%

Table 1 shows the prevalent rate of pupils with reading difficulties indicated that 41 (21.5%) pupils from Jarkasa, 67 (29.6%) from Kwalli and 82 (37.0%) from Shahuci primary schools with the total of 190 had reading difficulties. The finding shows that 190 pupils with reading difficulties from the questionnaires distributed and the findings indicated that, majority of the pupils had reading difficulties as the results shown.

Research Question Two: What are the specific types of reading errors observed among pupils with dyslexia in Municipal Education Authority, Kano State?

Table 2 Specific Types of Reading Errors Observed

Reading Errors	Frequency	Percentage
Omission Error	57	30.0
Insertion Error	29	15.3
Reversal Error	33	17.3
Substitution Error	37	19.5
Pause Error	34	17.9
Total	190	100%

Table 2 shows that 30.0% of the respondents had experience omission errors frequently and 15.3% experienced insertion errors frequently, and 17.3% experienced reversal error frequently while 19.5% experienced substitution error frequently and 17.9% experienced pause error frequently. The finding indicated that most of the pupils had experienced omission errors as the result shown.

Research Question Three: What are the strategies used in managing pupils with dyslexia in Municipal Local Education Authority, Kano State?

Table 3 Strategies Used by Teaching in Helping Pupils

Strategies	Frequency	Percentage
Modelling	25	31.4
Drilling	10	12.5
Phonics Method	19	23.7
Peer Tutoring	15	18.7
Colour coded	11	13.7
Total	80	100.0

Table 3 indicated that 31.4% of the respondents applied modelling strategy in helping pupils with dyslexia and 12.5% applied drilling strategy while, 23.7% apply phonic method strategy and 18.7% apply peer tutoring strategy and 13.7% applied colour coded strategy. The finding shows that modelling strategy in helping pupils with dyslexia had the highest percentage with 31%.

Discussion on Findings

Research question one indicated that, out of 190 selected sample from the three (3) different schools, 21.5% from Jarkasa, 29.6% from Kwalli and 37.0% from Shahuci were identified experiencing reading difficulties. This finding is similar to the finding of Vaughz & Bos (2015) revealed that over 80% of pupils with learning and related disabilities experienced difficulties in reading. The finding is also similar to that of the National Center for Educational Statistics (2005) who stated that nearly 40% of the general school population experienced difficulty in reading.

Analysis regarding research question two indicated that, various errors observed by the teachers in three (3) different schools jarkasa, kwalli and shahuci, 57 respondents with 30.0% agreed that they had observed omission error from the pupils while, the pupils were reading text. This finding is similar to the finding of Obiegbu (2018) who find out that, pupils with reading difficulties easily made errors when they were reading text. However, 29 respondents which is equivalent to 15.3% believed that pupils with reading difficulties tend to make insertion errors while they were reading. This finding is also in line with the finding of Miyao (1999) who suggested that insertion error used to occur when students with reading difficulties are reading or pronouncing word while 33 respondents with 17.3% agreed that pupils with reading difficulties were easy to commit themselves in reversal error during the reading this mostly occur when pupils are reading comprehensive.

Research question three indicated that, various strategies used by teachers of Jarkasa, Kwalli and Shahuci Schools for managing pupils with dyslexia, 25 respondents representing 31.4% agreed they used an appropriate modelling that is interest to the pupils to read. This finding is in line with Vaughn & Bos (2015) who find out that, teachers uses different ways in order to help the pupils either by Introducing words that may be difficult for the pupils to pronounce or recognize. Likewise, this finding is also similar to that of Okilwa & Shelby, (2010) who revealed that, the peer-tutoring reading had positive outcomes for the reading confidence and understanding among the pupils with learning difficulties.

Conclusion

This study investigated on teacher management strategies for pupils with dyslexia in Kano municipal local education authority, Kano state. There were a lot of pupils with dyslexia problem in Kano municipal local government, Kano state. Thus schools include: Jarkasa, Kwalli and Shahuci. There where reading errors observed among pupils with dyslexia in Kano municipal local government, Kano state. And the pupils had a difficulty in pronouncing and spelling of words. These include, omission error, insertion error, reversal error, substitution error, and pause error. The teachers apply different strategies in managing pupils with dyslexia, most of the teachers used to apply modelling method in order to help the pupils with dyslexia in Kano municipal local education authority, Kano state. And almost all of the teachers employed the use of different books at different level in remediating pupils with reading difficulties.

Recommendations

Based on the findings of this research, it was recommended that;

1. Reading Difficulties among primary three (3) pupils of municipal local education authority, Kano state exist and the finding shows that almost more than half of the entire sample size had reading difficulties as the result indicated. Therefore, government should employ modern resource materials that can help pupils to learn easily and better without more difficulties.-

2. Omission Errors was the most frequently reading difficulties experience by the primary three (3) pupils of municipal local education authority, Kano state with the percentage higher than those of insertion, reversal, substitution or pause errors. Therefore pupils should be encouraged to use resource materials in the learning process.
3. Teachers in Municipal Local Education Authority, Kano state employed the use of modeling, drilling, phonics method, peer tutoring and colour coded in managing pupils with reading difficulties rather than any other teaching strategies. Therefore there is need for the teachers in their day to day lessons to be aware of the child's educational needs and also be able to recognize the child's learning strengths and weaknesses in order to choose the appropriate strategy and material to teach effectively, and help the dyslexic child in developing his self-confidence and increasing his self-esteem, which is vital for success.

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- The Obiegbu (2018) article is also a strong match for your discussion of reading errors. It was published in *SAGE Open*, volume 8, issue 3,
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