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Relationship between Teacher Personal Factors on Reading Performance among Public Primary Schools with Learning Disabilities in Minna Metropolis

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Abstract

The study on relationship between teacher personal factors and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis: a transformative solutions to inclusive education practices, was set to examine the relationship between teacher personal factors and reading achievement and the relationship between teacher job satisfaction on reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis as a transformative solutions to inclusive education practices. Two research questions and hypotheses guided the study. This study used the sequential mixed methods design. The population of this study consisted of all primary six pupils with learning disabilities in public primary schools and their teachers. A sample population of three hundred and fifty one (351) comprised two hundred and seventy (270) primary six pupils with difficulties and their teachers (81) in three primary schools each of the LGA in Minna metropolis. The multistage sampling procedure was adopted. Two instruments were used for data collection. The instruments were face, criterion and content validated and subjected to internal consistency test and reliability indices found them strong. Data collected from the demographic information of the respondents was analysed using descriptive statistics of frequency counts, percentages, mean and standard deviation. The research questions were analyzed using the Pearson product moment correlation while the hypotheses were analysed using Multiple regression analysis at 0.05 alpha level ($\alpha = 0.05$). The study revealed that, the levels of teacher personal factors (teacher self-efficacy, job satisfaction and expectation of pupils' performance in reading), pupil personal factors (pupil home background, self-esteem and attitude toward reading), and joint contributions of teacher pupils' factors have significant role on reading achievement among pupils with learning disabilities in Minna metropolis. Recommendations were made which include: Educational bodies should pay closer attention to the reading levels of pupils with learning disabilities through timely and periodic assessment in schools to ensure that the right educational placement is provided, school authorities should ensure the availability of counseling services for pupils with learning disabilities and their parents in order to help them understand themselves and adjust positively to the challenges ahead of them among others.

Keywords: Teacher personal factors, Pupils Teacher personal factors, Reading achievement, Self-efficacy, Self-esteem, Inclusive education practices

Introduction

Ability to read is an acquired ability which involves being able to decode textual material and unlock the meaning therein. Oloko (2013) asserted that reading is an activity in which the eyes, the mind and the brain interact in the process of perceiving, analyzing, reasoning, interpreting and integrating. However, it is a complex process that requires numerous underlying skills (Fuchs et al., 2001). Pupils that read wide acquire more vocabulary and this enhances their language facility. Reading could be defined as a combination of cognitive process of decoding

symbols in order to construct or bring out meaning. Reading is a means of language acquisition, communication, sharing of information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

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 at ensuring that pupils in the learning environment, irrespective of their intellectual capability, should be functionally literate and be able to communicate effectively. As Adeniran et al. (2018) asserted the goal of reading instruction at the primary school level is to ensure that pupils in the learning environment, irrespective of intellectual capability, are functionally literate and are able to communicate effectively. 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. If children do not acquire basic reading skills in their elementary school years, their future educational and occupational career could be severely affected.

Reading is critical to the academic, economic and success of pupils. Igbokwe et al. (2012) affirmed that "reading is an essential tool for lifelong learning. It is important for everyone to develop the rudiments of reading and culture of reading so as to survive in life. Many individuals in the society appear to have obtained certain educational qualifications but upon interaction with them it becomes obvious that they have not yet acquired the basic literacy 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 struggle to read and learn. This study is borne out of the concern to explore teacher and pupil personal factors that could affect the reading achievement of pupils with difficulties.

A teacher is a person employed to give instruction to pupils and facilitate learning in the classroom in a school. 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 difficulties need attention from the teacher, who shape the learning of the pupils (Lazarus & Akinbile, 2016). This study examines the influence of teacher self-efficacy and job satisfaction.

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 of the teacher that gives a pupil confidence to deliver 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. 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 considered in this study is teacher job satisfaction. Job satisfaction is the relationship between what everyone expects in accordance to what everyone achieves. No work can be effectively done without satisfaction (Nigama et al. 2018). Job satisfaction is an individual's complex attitude to his or her job. In Nigeria, teachers are being looked down upon even in communities where they serve (Azi & 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 difficulties among primary school pupils.

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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 means of language acquisition, communication and sharing of information. 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. Inclusive education seeks to provide equitable learning opportunities for all students, including those with learning disabilities (LD). Ideally, teachers in public primary schools should possess personal qualities such as high self-efficacy and job satisfaction, which are essential for fostering effective reading achievement among pupils with LD. Additionally, inclusive classrooms should be equipped with adequate resources, tailored instructional strategies, and a supportive learning environment that prioritises the unique needs of every child.

However, in reality, many public primary schools face significant challenges in achieving these ideals. Teachers often lack adequate training in inclusive education practices and may not fully understand how to address the specific needs of pupils with LD. This deficiency is compounded by large class sizes, inadequate teaching resources, and a lack of professional development opportunities. Furthermore, cultural and systemic factors, such as social stigma and limited policy enforcement, hinder the effective implementation of inclusive education practices. Consequently, pupils with LD continue to struggle with reading achievement, which negatively impacts their overall academic performance and social development. Efforts were made in the past by government, but in the area of professionalism no enough manpower available at the beginning and that leave a vacuum.

The gap this study intends to fill lies in understanding how teacher self-efficacy and job satisfaction, influence the reading achievement of pupils with LD. While previous studies have explored the challenges of inclusive education broadly, limited attention has been given to the specific role of teacher personal attributes in fostering reading success among this group. By identifying transformative solutions that address these gaps, the study aims to contribute to the development of evidence-based strategies for improving inclusive education practices in public primary schools in Minna metropolis. This will ultimately promote better learning outcomes for pupils with LD, ensuring their full participation in the educational process.

Objectives of the study

The main objective of this study is to investigate teacher personal factors on reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis: A transformative solution to inclusive education practices. Specifically, the study will:

1. examine the relationship between teacher self-efficacy and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis as a transformative solution to inclusive education practices.
2. determine the relationship between teacher job satisfaction and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis.

Research Questions

1. What is the relationship between teacher self-efficacy and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis as a transformative solution to inclusive education practices?
2. What is the relationship between teacher job satisfaction and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis?

Hypotheses

The following null hypotheses were tested at 0.05 levels of significance.

Ho₁: There is no significant relationship between teacher self-efficacy and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis.

Ho₂: There is no significant relationship between teacher job satisfaction and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis.

Conceptual Review

Learning Disabilities

Learning disabilities (LD) refer to neurological conditions that affect a learners' ability to process information, which can impair reading, writing, or mathematical skills (American Psychological Association, 2020). Pupils with LD often face challenges in decoding words, comprehending texts, and fluency, which hinders their academic progress. Studies reveal that early intervention and tailored instructional strategies significantly improve reading outcomes for pupils with LD (Fletcher et al., 2019). However, the success of these interventions depends heavily on the teacher's ability to identify and address the unique needs of each pupil. Recent research highlights the need for professional development and access to evidence-based tools to better equip teachers in managing LD effectively (Swanson et al., 2021).

Teacher Self-efficacy

Teacher self-efficacy, defined as a teacher's belief in their ability to influence learner's outcomes, plays a critical role in inclusive education. Teachers with high self-efficacy are better equipped to implement differentiated instruction and address the needs of pupils with LD (Bandura, 1997). Zee and Koomen (2016) emphasized that self-efficacy positively correlates with teacher resilience and innovative teaching methods. However, limited support systems in schools often diminish self-efficacy, especially when dealing with pupils with LD. Professional

development programs focused on empowering teachers can enhance their confidence and teaching outcomes (Schunk & DiBenedetto, 2020).

Teacher Job satisfaction

Teacher job satisfaction significantly affects the quality of education provided to pupils. It encompasses aspects such as work environment, support from administration, and workload management. According to Skaalvik and Skaalvik (2017), job satisfaction is directly linked to teacher retention and performance, especially in challenging inclusive settings. Low job satisfaction can lead to burnout, which negatively impacts student outcomes, particularly for pupils with LD. Creating supportive work environments and reducing administrative burdens are critical for improving teacher morale and job satisfaction (Collie et al., 2015).

Reading Achievement

Reading achievement refers to the ability of learners to effectively decode, comprehend, and interpret texts in a way that supports their academic and personal development. It serves as a foundational skill for learning across disciplines, making it a critical indicator of educational success. According to Snowling and Hulme (2015), reading achievement is influenced by both cognitive factors, such as phonological awareness and vocabulary development, and environmental factors, including access to quality instruction and parental involvement. In inclusive education settings, reading achievement is particularly significant for pupils with learning disabilities (LD), who often face challenges in decoding and comprehension due to cognitive processing difficulties. Research highlights the role of tailored instructional strategies, such as explicit teaching of phonics and the use of assistive technologies, in improving reading outcomes for these pupils (Fletcher et al., 2019). Additionally, teacher-related factors, including self-efficacy, instructional practices, and attitudes toward inclusion, play a vital role in fostering reading achievement among diverse learners (Zee & Koomen, 2016).

Inclusive Education Practices

Inclusive education practices aim to ensure that all students, regardless of their disabilities, have equitable access to quality education. Key practices include differentiated instruction, classroom accommodations, and the use of assistive technologies (United Nations Educational, Scientific and Cultural Organization, {UNESCO}, 2020). However, studies show that many schools lack the resources and teacher training necessary to implement effective inclusive practices (Florian & Spratt, 2016). The success of inclusive education hinges on fostering collaboration among teachers, parents, and policymakers to create a supportive and adaptive learning environment for pupils with LD (Ainscow & Sandill, 2014).

Methodology

The study adopted survey design. The population of the study consisted of all primary six pupils and their teachers. The population of primary school pupils and their teachers in Minna metropolis is 25,082. The sample for the study comprised 351 number of respondents with 270 pupils with learning difficulties and 81 teachers of pupils learning difficulties sampled across 27 primary six pupils learning difficulties in three primary schools each of the three LGAs in Minna metropolis. Two instruments were used for data collection viz: Teachers' Sense of Efficacy Scale and Minnesota Satisfaction Questionnaire (MSQ). Reliability index of 0.94 and 0.83 respectively was obtained for the instruments. Computations were done using SPSS 25 Software. Data collected from the demographic information of the respondents was analysed using descriptive statistics of frequency counts, percentages, mean and standard deviation. The research questions were analysed using the pearson product moment correlation while the hypotheses were tested using Multiple regression analysis at 0.05 alpha level ($\alpha = 0.05$).

Results

Table 1: Demographical characteristics of teachers based on frequency and percentage

S/N	Variable	Labels	Freq.	%
1	Age	20-40 years	32	54.2
		41 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				

Table 1 shows the demographical characteristics of the respondents who are teachers. The teachers who are between 20-40 years are 32 (54.2%), while those who are 41 years of age and above are 27 (45.8%). So, more than half of the respondents who are teachers participated in the study. 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, it 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.

Research Question 1: What is the relationship between teacher self-efficacy and reading achievement **among pupils** with learning disabilities in public primary schools in Minna metropolis as a transformative solution to inclusive education practices?

Table 2: Level of teacher self-efficacy beliefs and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis

S/N	Teachers' beliefs	1	2	3	4	5	\bar{x}	SD
1	Extent you can use variety of assessment strategies?	4 6.8%	5 8.5%	17 28.8%	21 20.3%	12 20.3%	3.54	1.119
2	Extent you can provide alternative explanation when pupils are confused	4 6.8%	4 6.8%	6 10.2%	29 49.2%	16 27.1%	3.83	1.117
3	Extent you can craft good 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 you can 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 you can respond to difficult 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 you can do to adjust your lessons to the proper level for individual pupils?	-	1 1.7%	9 15.3%	21 35.6%	28 47.5%	4.29	0.789
7	Extent you can gauge pupil comprehension Of what you have taught	-	1 1.7%	5 8.5%	31 52.5%	22 37.3%	4.25	0.685
8	How well you can provide appropriate challenges for very capable pupils?	3 5.1%	2 3.4%	7 11.9%	23 39.0%	24 40.7%	4.07	1.065
9	How much you can do to control disruptive behaviour in the classroom?	7 1.9%	1 1.7%	5 8.5%	26 44.1%	21 35.6%	3.92	1.236
10	How much can you do to get children to follow classroom rules?	1 1.7%	6 10.7%	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 noisy?	8 8.5%	2 3.4%	5 8.5%	24 40.7%	23 39.0%	3.98	1.182
12	How well can you establish a classroom management system with each group of pupils?	4 6.8%	6 10.2%	3 5.1%	23 39.0%	23 39.0%	3.93	1.216
13	How well can you keep a few pupils with behavioural difficulties from running an entire lesson?	5 8.5%	5 8.5%	3 5.1%	21 35.6%	25 42.4%	3.95	1.265
14	How well can you respond to defiant pupils?	4 6.8%	2 3.4%	5 8.5%	35 42.4%	23 39.0%	4.03	1.114
15	To what extent can you make your expectation clear about pupil behaviour?	4 6.8%	3 5.1%	4 6.8%	15 25.4%	33 55.9%	4.19	1.196
16	How well can you establish 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 get pupils to believe they can do well in school work?	7 11.9%	3 5.1%	1 1.7%	23 39.0%	25 42.4%	3.95	1.319
18	How much can you do to help you pupils value leaning?	2 3.4%	4 6.8%	4 6.8%	25 42.5%	24 40.7%	4.10	1.029
19	How much can you do to motivate pupils who show low interest in school work?	3 5.1%	5 8.5%	5 8.5%	21 35.6%	25 42.4%	4.02	1.152
20	How much can you assist families in helping their children do well in school?	4 6.8%	3 5.1%	4 6.6%	20 33.9%	28 47.5%	4.10	1.170
21	How much can you do to improve the understanding of a pupil who is failing?	2 3.4%	4 6.8%	3 5.1%	25 42.4%	25 42.4%	4.14	1.025
22	How much can you to help your pupils think critically?	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 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

In table 2 the descriptive statistics of percentages, mean, standard deviation are presented. Going by the result, 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 adjust your lessons to the proper level for individual pupils?” ($\bar{x} = 4.29$) and was followed in succession by “To what extent can you gauge pupil comprehension of what you have taught?” ($\bar{x} = 4.25$), “How much can you do to help your pupils think critically?” ($\bar{x} = 4.22$), “How much can you do to foster pupil creativity?” ($\bar{x} = 4.22$), “To what extent can you make your expectation clear about pupil behaviour?” ($\bar{x} = 4.19$). The least ranked items in the table were “To what extent can you use a variety of assessment strategies?” ($\bar{x} = 3.54$), and “To what extent can you provide an alternative explanation for example when pupils are confused?” ($\bar{x} = 3.83$). More result on this is provided in table 3.

Table 3: Test of norm showing the level of teachers’ self-efficacy beliefs

Interval	Mean Index	Level of teacher self-efficacy	Frequency	Percentage
0-60		Low	1	1.7
61-120	97.2373	High	58	98.3

Further illustration of high teacher self-efficacy beliefs obtained in this work is presented in table 3 which shows the percentage level of teacher self-efficacy beliefs. 1.7% (n=1) teacher had low level of self-efficacy, and 98.3% (n=58) had high level of self-efficacy. Hence, there is a high level of teacher self-efficacy beliefs in the study. In order to ascertain the level of teacher self-efficacy beliefs, the test of norm was conducted. There are 24 items in the scale that was used to measure teacher self-efficacy beliefs; the 24 items were multiplied with the five measures which gives a score of 120. The division of 120 by 2 (High and Low) equals 60. Thus, 0-60 indicates that the level of teacher self-efficacy is low, and the scale of 61-120 signifies that the level of teacher self-efficacy is high.

Research Question 2: What is the relationship between teacher job satisfaction and reading achievement **among pupils** with learning disabilities in public primary schools in Minna metropolis as a transformative solution to inclusive education practices?

Table 4: Level of teachers' job satisfaction teacher job satisfaction and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis

S/N	Teachers' beliefs	1	2	3	4	5	\bar{x}	SD
1	Being able to keep busy all the time	19 32.2%	1 1.7%	7 11.9%	21 35.6%	11 18.6%	3.07	1.56
2	The chance to work alone on the job	6 10.2%	6 10.2%	9 15.3%	33 55.9%	5 8.5%	3.42	1.11
3	The chance to do different things from time to time	8 13.6%	9 15.3%	6 10.2%	25 42.4%	11 18.6%	3.37	1.32
4	The chance to "somebody" in the community	10 16.9%	2 3.4%	8 13.6%	26 44.1%	13 22.0%	3.51	1.34
5	The way my boss handles his/her workers	4 6.8%	3 5.1%	10 16.9%	28 47.5%	14 23.7%	3.76	1.08
6	The competence of supervisor in making decisions	7 11.9%	3 5.1%	6 10.2%	24 40.7%	19 32.2%	3.76	1.29
7	Being able to do things that does not go against my conscience	8 13.6%	2 3.4%	7 11.9%	22 37.3%	20 33.9%	3.75	1.33
8	The way my job provides for steady employment	4 6.8%	6 10.2%	13 22.0%	22 37.3%	14 23.7%	3.61	1.16
9	The chance to do things for other people	10 16.9%	5 8.5%	8 13.6%	24 40.7%	12 20.3%	3.39	1.36
10	The chance to tell people what to do	15 25.4%	7 11.9%	3 5.1%	18 30.5%	16 27.1%	3.22	1.56
11	The chance to do something that makes me to use my abilities	11 18.6%	5 8.5%	10 16.9%	26 44.1%	7 11.9%	3.22	1.31
12	The way teaching strategies are put into practice	11 18.6%	11 18.6%	7 11.9%	18 30.5%	12 20.3%	3.15	1.43
13	My pay and the amount of work I do	10 16.9%	8 13.6%	6 10.2%	24 40.7%	11 18.6%	3.31	1.38
14	The chance for advancement on this job	12 20.3%	8 13.6%	12 20.3%	15 25.4%	12 20.3%	3.12	1.42
15	The freedom to use my own judgement	7 11.9%	12 20.3%	11 18.6%	20 33.9%	9 15.3%	3.20	1.27
16	The chance of trying my own method of doing the job	14 23.7%	5 8.5%	4 6.8%	26 44.1%	10 16.9%	3.22	1.46
17	The working conditions	8 13.6%	8 13.6%	11 18.6%	18 30.5%	14 23.7%	3.37	1.35
18	The way my co-workers get along	8 13.6%	8 13.5%	11 18.6%	15 25.4%	17 28.8%	3.42	1.39
19	The praise I get for doing a good job	5 8.5%	8 13.6%	17 28.8%	12 20.3%	17 28.8%	3.47	1.27
20	The feeling of accomplishment I get from the job.	4 6.8%	7 11.9%	21 35.6%	14 23.7%	13 22.0%	4.10	1.17
Weighted Mean = 3.39								

Key: 1 = Not Satisfied, 2 = Some-what Satisfied, 3 = Satisfied, 4 = Very Satisfied, 5 = Extremely Satisfied

Going by the results presented in table 4, the weighted mean of 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 "The way my boss handles his/her workers" ($\bar{x} = 3.76$), "The competence of my supervisor in making decisions" ($\bar{x} = 3.76$), "Being able to do things that don't go against my conscience" ($\bar{x} = 3.75$), "The way my job provides for steady employment" ($\bar{x} = 3.75$), "The way my job provides for steady employment" ($\bar{x} = 3.61$), "The chance to be "somebody" in the community" ($\bar{x} = 3.51$). All

these mean scores show that teachers' job satisfaction is high. Furthermore, the least ranked items in the table were "Being able to keep busy all the time?" ($\bar{x} = 3.07$), "The way teaching strategies are put into practice" ($\bar{x} = 3.17$) and having "The chances for advancement on this job" ($\bar{x} = 3.12$). More result on this is provided in Table 5.

Table 5: Test of norm showing the level of teachers' job satisfaction

Interval	Mean index	Level of teacher job satisfaction	Frequency	Percentage
0-50		Low	10	16.9
51-100	67.7797	High	49	83.1

More so, table 5 shows the percentage level of teacher job satisfaction. 16.9% (n=10) teacher had low level of job satisfaction, and 83.1% (n=49) had high level of job satisfaction. Hence, there is a high level of teacher job satisfaction in the study.

Hypotheses Testing

Hypothesis one: There is no significant relationship between teacher self-efficacy and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis as a transformative solution to inclusive education practices.

Table 6: Showing the relationship between teachers' self-efficacy and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis as a transformative solution to inclusive education practices

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 6 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 showed that there is a significant relationship between teachers' self-efficacy and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis ($r=.393$, $n=254$, $p (.000)<.05$). Hence, teachers' self-efficacy influenced reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis. The hypothesis is rejected.

Hypothesis two: There is no significant relationship between teacher job satisfaction and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis as a transformative solution to inclusive education practices.

Table 7: Showing the relationship between teachers' job satisfaction and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis as a transformative solution to inclusive education practices

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 7 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 showed that there is a significant relationship between teachers' job satisfaction and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis ($r=.254$, $n=254$, $p (.000) <.05$). Hence, teachers' job satisfaction influenced reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis. The hypothesis is rejected.

Discussion

From findings of the study, there is a significant relationship between teachers' self-efficacy and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis. This finding is supported by Lev et al., (2018), who tested the relationship between Teacher Self-Efficacy, and Students' Ratings of their School Teachers and found out that the relationship between TSE and SRST is higher among homeroom classes than subject matter classes. Equally, Adu et al., (2012) in their study examined the influence of teachers' self-efficacy on students' academic performance in selected secondary school subjects in southwestern Nigeria. The result showed that there was positive relationship between teachers' self-efficacy and student academic performance ($r = 0.38$; $p < 0.05$). Hence, school culture (teacher self-efficacy) was a potent predictor of improving students' academic performance in selected secondary school subjects. Therefore, secondary school principals should encourage teachers' self-efficacy in their schools.

The finding of this study has also revealed that there is a significant relationship between teachers' job satisfaction and reading achievement among pupils with learning disabilities in public primary schools in Minna metropolis. This is in agreement with Demirtas, (2010) whose study identifies primary school teachers' job satisfaction levels. There were no meaningful deference in terms of professional seniority and the branch of teaching variables. That the levels of teacher job satisfaction are very high and it affects the educational aims to be come true possibly. It is expected that the school which has teachers with high level of job satisfaction gives qualified education and bring up successful students. 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 interviews 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. This finding is supported by Arsan et al., (2024). who carried out a study on Job satisfaction of teachers and conclude that greater percentage of teachers (52.9%) were very satisfied with their job while it is also evident that female teachers were happier with their job than male teachers and suggest that, it is imperative for proprietors of schools to ensure that teachers are satisfied with their job so that they can consistently provide enabling environment for students to improve in their academics.

Conclusion

Teachers' personal factors (self-efficacy and job satisfaction) significantly influence the learning outcomes of pupils with disabilities. A positive attitude, coupled with a strong commitment to inclusivity, enables teachers to create supportive learning environments that cater to the diverse needs of all learners. Conversely, a lack of awareness or negative perceptions about disabilities can hinder the academic progress of these pupils, particularly in foundational skills such as reading. To achieve transformative solutions in inclusive education practices, it is essential to focus on teacher training and capacity building. Professional development programs should emphasize strategies for differentiated instruction, use of assistive technologies, and fostering a growth mind-set among educators. Additionally, policies that promote teacher well-being and job satisfaction are crucial, as these factors directly affect their ability to engage effectively with pupils. Collaborative efforts among stakeholders, including government agencies, school administrators, parents, and community organizations, are vital in addressing systemic challenges and ensuring equitable access to quality education. By addressing teacher-related factors, public primary schools in Minna Metropolis can enhance reading achievement among pupils with learning disabilities and pave the way for a more inclusive educational framework. Embracing transformative solutions requires a holistic approach that prioritizes teacher empowerment, resource allocation, and societal awareness. As inclusive education continues to evolve, investing in teachers' personal and professional growth will remain a cornerstone of efforts to bridge the achievement gap and ensure that every child, regardless of ability, has the opportunity to succeed. This approach not only benefits pupils with learning disabilities but also fosters a culture of diversity, equity, and inclusion in education.

Recommendations

The study recommends that:

1. Government should conduct regular professional development workshops to equip teachers with skills in differentiated instruction, inclusive teaching strategies, and effective methods for supporting pupils with learning disabilities in reading.
2. There should be collaboration between teachers and specialists such as reading specialists, speech and language therapists, and occupational therapists can help develop effective support plans for learners with learning disabilities.
3. A positive classroom environment should be fostered, this can help students with dyslexia feel supported and motivated to learn. Teachers should create a welcoming and inclusive classroom culture, celebrate students' successes, and provide opportunities for students to build confidence and self-esteem.

4. School authorities 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. Teachers should be well motivated for better job satisfaction which will enhance their commitment to work.
6. Teachers should be provided with training on the use of assistive technologies, such as text-to-speech tools and phonics applications, to enhance reading outcomes for pupils with learning disabilities.

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