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Teacher Factors as Correlates of Pupil Reading Achievement in Minna Metropolis, Niger State

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Abstract

This study on teacher and pupil factors as correlates of reading achievement among public primary school Pupils with Dyslexia (PswD) in Minna metropolis: the need for Technological based skills, investigated the influence of teacher factors (Self-efficacy (SE) and Job Satisfaction (JS)) towards Reading Achievement (RA) among PswD in Minna. The sequential mixed methods design was adopted, 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 Teacher SE ($r = 0.94$) and Oral Interview Guide for Teachers of PswD (OIGTPD) ($r = 0.79$) 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 males. 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 and JS 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 the reading achievement of pupils with dyslexia using technology-based skills.

Keywords: Reading Achievement, Pupils, Dyslexia, Reading Attitude, Teacher Self-Efficacy

Introduction

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. Igboke et al. (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 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 & 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 (Osisanaya et al., 2013).

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 & 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. Another teacher personal factor is teacher job satisfaction. No work can be done effectively without satisfaction (Nigama et al., 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 & 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 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 & Good, 1986).

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 as their classmates without disabilities. Instead of pronouncing words automatically, they could stumble, guess, or try to sound them out, which results in poor fluency. 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 and teacher job satisfaction; it is the assumption that self-efficacy and job satisfaction are likely to account more for the results obtained in the learning enterprise than best school settings and a good home environment. In line with the foregoing, this study investigated teacher and pupil factors as correlates of reading achievement among public primary school pupils with dyslexia in Minna metropolis: the need for technological based skills.

Objectives of the Study

The specific objectives of the study were to:

1. examine the levels of teacher self-efficacy on pupils' reading achievement among pupils with dyslexia in the Minna Metropolis.
2. find out the influence of teachers' job satisfaction on pupils' reading achievement among pupils with dyslexia in the Minna Metropolis.

Research Questions

This study answered the following research questions:

1. What are the levels of teacher self-efficacy on pupils reading achievement among pupils with dyslexia **in the Minna Metropolis?**
2. What is the influence of teacher's job satisfaction on pupils reading achievement among pupils with dyslexia **in the Minna Metropolis?**

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 PswD in the Minna Metropolis.
2. There is no significant relationship between teacher job satisfaction and reading achievement among PswD in the Minna Metropolis.

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). 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 et al. (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 (Sama & Hindatu, 2017). To do this, every society must get to the point where reading is completely self-directed, enjoyable, and internalized as a habit.

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 & Kehinde, 2015; Osisanaya, Lazarus & 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 Compton et al. (2014), the National Center Educational statistics (NCES), 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 Nation Education Science and Cultural Organisation. (2006).

Concept of Dyslexia

Dyslexia, is a learning disorder, which causes poor spelling, fluency and decoding abilities in readers 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 et al. (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.

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 attain 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 (Adu et al., 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.

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 et al., 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 (Thiagrai and Thangaswany, 2017). Job satisfaction was defined by Locke, as quoted in Thiagrai 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 (Hativa, N. 2013). 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.

Methodology

Sequential mixed methods design was employed in this investigation. 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. Two hundred and fifty-four (254) pupils with dyslexia and fifty-nine (59) teachers of PswD sampled across 27 primary schools in the three LGAs in the Minna Metropolis were the sample of this study. The multistage sampling procedure was adopted. Two instruments: Teachers' Sense of Efficacy Scale (TSES) and Oral Interview Guide for Teachers of PswD (OIGTPD) were used for data collection. The TSES is also known as the Ohio State Teacher Efficacy; this scale contains 24 items and 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. The Oral Interview Guide for Teachers of Pupils with Dyslexia was constructed by the researchers. The purpose of this instrument is to elicit oral responses from teachers of PswD. 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 among others. It had 0.79 reliability index after being pilot tested. Descriptive statistics such as frequency counts, percentages, means, and standard deviation were used to analyze the data gathered from the respondents' demographic data. The study research questions were analyzed using Pearson product moment correlation, and multiple regression analysis with an alpha level of 0.05 was used to assess the hypotheses.

Results

Research Question 1: What are the levels of teacher self-efficacy on pupils reading achievement among pupils with dyslexia in the Minna Metropolis?

Table 1: Level of Teacher Self-efficacy on pupils reading achievement among pupils with dyslexia in Mina metropolis

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 pupil 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 1, 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?" ($\bar{x} = 3.83$).

Research Question 2: What is the influence of teacher's job satisfaction on pupils reading achievement among pupils with dyslexia in the Minna Metropolis?

Table 2: Teachers' level of Job Satisfaction and reading achievement among pupils with dyslexia in Minna metropolis

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 neighbourhood	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 2 above, the weighted mean for teacher respondents' job satisfaction was

3.39 against the threshold of 2.50. The meaning of this result was that there was high teacher job satisfaction among respondents. However, this result was not as high as the result obtained on teacher self-efficacy. Looking at the table, one found items that were 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 showed that teachers’ job satisfaction was 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 used” ($\bar{x} = 3.17$) and having “The likelihood of growth in this line of work” ($\bar{x} = 3.12$).

Hypotheses Testing

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

Table 3: 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 3 indicated that the number of respondents was 254, the mean score of pupils’ reading achievement was 15.72 and standard deviation was 5.21839. Also, the mean score of teachers’ self-efficacy was 97.30, while the standard deviation was 15.48444. The correlation coefficient was 0.393 and the P-value is .000 which was less than 0.05 (the level of significance). Thus table 3 had shown that there was 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 was rejected.

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

Table 4: 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 above indicated that the number of respondents is 254, the mean score of pupils’ reading achievement was 15.72 and standard deviation was 5.21839. Also, the mean score of teachers’ job satisfaction was 68.00, while the standard deviation was 15.48444. The correlation coefficient was 0.254 and the P-value was .000 which was less than 0.05 (the level of significance). This data had shown that there was 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.

Discussion

In specific terms, the level of teachers’ self-efficacy and job satisfaction influenced reading achievement among pupils with dyslexia. Findings of this study revealed that there was high teachers’ self-efficacy and job satisfaction on pupils’ reading achievement on 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 et al. (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.

Conclusion

The study 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 and job satisfaction. 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 and job satisfaction). 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.

Recommendations

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

1. Professional development programmes should be organised for teachers of PswD so as to improve on their self-efficacy and better understanding of the unique needs of pupils with dyslexia, learn effective teaching strategies, and develop personalised instructional plans using technological skills.
2. Teachers of PswD should be well motivated in terms of improved welfare package and conducive working environment to ensure high efficiency.

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