

Teacher Competence In The Use Of Scaffolding Instructional Strategy For Teaching Pupils With Dyslexia In Ilorin West, Kwara State

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Abstract: Teachers have the responsibility of ensuring that all students in their care learn effectively, as students with Dyslexia need more student-centered strategy to learn effectively, scaffolding can be employed to ensure that students with Dyslexia learn more effectively. Thus the study examined the competence of teachers on the use of scaffolding to instruct students with Dyslexia in Ilorin West local government of Kwara state. The research design adopted for this study was a descriptive survey research design. The population of this study were all the teachers of Primary School Students in Ilorin West, Kwara State. Random sampling technique was used in selecting ten schools in Ilorin West. One hundred and twenty participants were randomly selected to take part in the study. The instrument used was a Teachers' Competence on the Use of Scaffolding as an Instructional Strategy Questionnaire (TCUSISQ). The reliability of TCUSISQ yielded reliability coefficient of 0.91. The instruments were both face and content validated by selected lecturers in the Department of Special Education, Kwara State University. One research questions and two hypotheses were generated for the study. The demographic data of the participants as well as their scores were analysed using frequency counts, mean and percentage, while the two hypotheses were tested using Analysis of Variance (ANCOVA) at a 0.05 level of significance. The result indicated that there was significant difference in level of competence of teachers' in the use of scaffolding in teaching students with dyslexia based on experience ($F_{(3,116)} = 6.885; P < 0.05$), There was no significant difference in level of competence of teachers' in the use of scaffolding in teaching students with dyslexia based on educational qualification ($F_{(4,115)} = 3.174; P > 0.05$). Based on the findings it was concluded that teachers have high competence based on experience. It was recommended that teachers should be encouraged by School Heads and related Ministries to use a scaffolding as an instructional strategies for teaching students with dyslexia rather than continuous use of the conventional method.

Keywords: Scaffolding, Dyslexia, Awareness, Competence,

Introduction

Students with dyslexia are known for having difficulty with word recognition but that does not hinder them to be academically sound as long as effective teaching strategy is given to them. Scaffolding is an instructional strategy that not only help student with dyslexia learn effectively but also help to be more functional academically. A teachers' responsibility is to give the best form of instruction possible to students that will help them perform more functionally in the classroom. As students with Dyslexia have more need academically, scaffolding can be an instructional strategy that can change the academic performance of students when used in the appropriate way.

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding ability. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences of the condition may include problems in reading comprehension and reduced reading experience that can impede vocabulary growth and background knowledge (Ali, 2020).

The term is equally labelled as reading disability, Dyslexia affects aspects of the brain that process language. People with Dyslexia have normal intelligence and usually have normal vision. Most children with Dyslexia can succeed in schools with tutoring or specialized education programs. Sometimes the condition is not easily recognized in the classroom however, there are indicators and symptoms exhibited and these are not limited to, delayed early language development, problems recognizing the differences between and among similar sounds or segmented words, slow learning of new vocabulary, difficulty copying from the chalkboard or from books, difficulty with learning reading, writing and spelling skills, A child may not recall content, even if it involves a favourite video or storybook, still problems with spatial relationships can extend beyond the classroom and be observed on the playground, consequently, the child may appear to be uncoordinated and have difficulty with organized sports or games, difficulty with distinguishing between left and right is common, and often dominance of either hand has not been established (Ali, 2020). According to Perlstein (2020), Children with Dyslexia have difficulty in learning to read despite traditional instruction, possession of average intelligence, and benefitting from adequate motivation and opportunity to learn.

Scaffolding is an instructional strategies teachers adopt to help them attain and assist greater number of students with disability. Scaffolding is all about providing assistance to students to the point where they no longer require the assistance and they can learn effectively on their won because Scaffolding would have given them the required skill they need to learn as dyslexic students.

Similarly, Djoub (2020) describes Scaffolding as a teaching strategy which originates from Lev Vygotsky's sociocultural theory and his concept of the zone of proximal development (ZPD): that between what a learner can do independently and what can be accomplished with the instructional support. This strategy aims to facilitate a student's ability to build on prior knowledge and internalize new information. So, Scaffolding is all about supporting students' development by creating conditions where meaningful learning is fostered.

Teachers tend to keep using scaffolding strategies to achieve better performance in reading comprehension. Teachers use such strategies in order to achieve comprehension rather than to assess comprehension. Interestingly, teachers keep asking students to answer comprehension questions to help them understand. Unfortunately, teachers' professional growth is somewhat low to the degree that they are not aware of modern approaches stemming from scaffolding strategies such as the WebQuest approach and reciprocal teaching (Salem 2016)

Purpose of the Study

This study was aimed to examine teachers' competence on the use of Scaffolding as an instructional strategy for students with Dyslexia in Ilorin West.

Specifically, the study examined:

- i. Teachers' competence on the use of scaffolding as an instructional strategy for students with dyslexia based on experience
- ii. Teachers' competence on the use of scaffolding as an instructional strategy for students with dyslexia based educational qualification

Research Questions

1.What is the level of teachers' competence on the use of Scaffolding as an instructional strategy in teaching pupils with Dyslexia in Ilorin West?

Hypotheses

HO1: There is no significant difference in the level of competence of teachers in the use of Scaffolding in teaching students with Dyslexia based on experience

HO2: There is no significant difference in the level of competence of teachers in the use of Scaffolding in teaching students with Dyslexia based on educational qualification

Methodology

This study adopted a Descriptive survey research design.

Result and Discussion

RQ1: What is the level of teachers' competence on the use of Scaffolding as an instructional strategy in teaching pupils with Dyslexia in Ilorin West?

Table 1 shows the percentage and mean distribution of the level of competence of teacher on the use of scaffolding instructional strategy in teaching pupils with dyslexia in Ilorin west

S/N	ITEM	HC	MC	SC	NC	MEAN
1	My pupils can read by themselves	13(10.8)	45(37.5)	38(31.7)	24(20.0)	2.4
2	I make the use of scaffolding for all my subjects	16(13.3)	64(53.3)	31(25.8)	9(7.5)	2.7
3	I can successfully navigate scaffolding to instruct my pupils	21(17.5)	68(46.7)	25(20.8)	6(5.0)	2.9
4	Scaffolding takes a lot of time to be understood	20(16.7)	65(54.2)	30(25.0)	4(3.3)	2.8
5	My pupils are now independent learners	22(18.3)	70(58.3)	23(19.2)	5(4.2)	2.9
6	I will strongly recommend the use of scaffolding in instructing pupils with Dyslexia now and in the future	49(40.8)	51(42.5)	14(11.7)	6(5.0)	3.2
WEIGHTED MEAN 2.82						

Note: The figures in parentheses are in percentages (HC- highly competent, MC- moderately competent, SC-slightly competent and NC- not competent at all)

H01: There is no significant difference in the level of competence of teachers in the use of Scaffolding in teaching students with Dyslexia based on experience

Table 2a: Summary of analysis of variance showing significant difference in level of competence of teacher in the use of scaffolding instruction in teaching pupils with dyslexia based on experience.

	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	219.307	3	73.102	6.885	.000
Within Groups	1231.618	116	10.617		
Total	1450.925	119			

Table 2b shows where the difference is

Year	Mean	Std
1-5	15.51	4.08
6-10	17.88	2.23
11-15	16.47	3.26
16&above	20.33	3.74

H02: There is no significant difference in the level of competence of teachers in the use of Scaffolding in teaching students with Dyslexia based on educational qualification

Table 3a showed the summary of ANOVA on level of competence of teachers' in the use of scaffolding in teaching pupils with Dyslexia based on experience. There was significant difference in level of competence of teachers' in the use of scaffolding in teaching pupils with Dyslexia based on experience ($F(3,116) = 6.885$, $P < 0.05$). Therefore, the hypothesis that state that there is no significant difference in level of competence of teachers' in the use of scaffolding in teaching pupils with Dyslexia based on experience was rejected.

Table 3b shows where the difference is

Year	Mean	STD
1-5	15.51	4.08
6-10	17.88	2.23
11-15	16.47	3.26
16&above	20.33	3.74

The first findings of this study revealed that the level of competence of teachers' on the use of scaffolding as an instructional strategy in teaching pupils with Dyslexia in Ilorin West is high. This means that teachers are very well competent in the use of scaffolding as an instructional strategy for pupils with Dyslexia in their classroom. This is in line with the findings of Pfister, Moser & Pauli (2015) who conducted a study on Scaffolding for Mathematics Teaching in Inclusive Primary Classrooms examined how classroom teachers and special education teachers implemented a remedial mathematics program in a classroom setting using scaffolding.

The second findings of this study is that there is significant difference in the level of competence of teachers in the use of Scaffolding in teaching pupils with Dyslexia based on experience. This implies that teachers with more experience are more competent in using scaffolding as an instructional strategy. This is not in line with findings of Ashraf (2016) that no statistically significant differences can

be detected in students' responses based on which years of experience except for the teacher's use of comprehension questions which naturally differs from experienced and inexperienced teachers based on their teaching practices.

The third findings of this study is that there is significant difference in the level of competence of teachers in the use of Scaffolding in teaching pupils with Dyslexia based on educational qualification. This implies that teachers with more educational qualification are more competent in using scaffolding as an instructional strategy. This is in line with Afangideh (2011) that teacher qualification influences students' performance and professional preparation is needed by chemistry teachers through adequate and informed exposure to courses for teaching effectiveness.

Conclusion

The primary aim of the study was to investigate the level of competence of teachers' on the use of scaffolding as an instructional strategy for pupils with Dyslexia. After an in depth analysis of the result, it can be said that teachers have high level of competence on the use of scaffolding as an instructional strategy for pupils with Dyslexia. It can also be said that their high level of competence is based on experience and their educational qualification.

Based on the findings of this study, the following recommendations are made:

1. Teachers should be encouraged by School Heads and related Ministries to use a scaffolding as an instructional strategies for teaching pupils with Dyslexia rather than continuous use of the conventional method.
2. Government should ensure that there are more in service training on appropriate instructional strategy to assist diverse learners.
3. School owners and school heads should ensure that teachers are making use and are competent in the use of various instructional strategies.

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