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Identification And Management Strategies Of Pupils With Dsygraphia In Regular Classroom In Moro Local Government, Kwara State.

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Abstract*: Dysgraphia is a learning disability that affects pupils' handwriting, spelling, and written expression, often resulting in poor academic performance and reduced classroom participation. This study investigated the identification and management strategies of pupils with dysgraphia in regular classrooms in Moro Local Government Area, Kwara State. Specifically, the study examined the strategies used by teachers to identify pupils with dysgraphia, the management strategies utilized for these pupils, and the influence of gender and teachers' level of education on the identification and management of pupils with dysgraphia. A descriptive survey research design was adopted for the study. The population comprised teachers in regular primary schools in Moro Local Government Area, Kwara State, while a sample of one hundred (100) teachers was selected using a stratified random sampling technique. A researcher-developed questionnaire titled Questionnaire on Identification and Management Strategies of Pupils with Dysgraphia (QIMSPD) was used for data collection. The instrument was validated by experts in Special Education and Educational Measurement and Evaluation, while its reliability was established through a pilot study. Mean and standard deviation were used to answer the research questions, while independent samples t-test was used to test the hypotheses at the 0.05 level of significance. The findings revealed that pupils who frequently erased or rewrote letters and those who had difficulty forming letters correctly were the major indicators used by teachers to identify dysgraphia. The study also revealed that individualized support and breaking writing tasks into smaller manageable steps were the major management strategies utilized for pupils with dysgraphia. Furthermore, there was a significant difference in both the identification and management of pupils with dysgraphia based on gender, while no significant difference was found based on teachers' level of education. The study concluded that early identification and the use of appropriate instructional strategies are essential for supporting pupils with dysgraphia in regular classrooms. It was therefore recommended that teachers receive regular training on the identification and management of dysgraphia and that schools provide appropriate instructional materials and support services to enhance learning outcomes for pupils with dysgraphia.*

Keywords: Dysgraphia, Identification, Management Strategies, Regular Classroom, Primary School, Moro Local Government Area, Kwara State

INTRODUCTION

Dysgraphia is a specific learning disorder that affects handwriting and the ability to produce written text coherently. It is neurological in origin and unrelated to intelligence, motivation, or quality of teaching (McCloskey, 2020). According to the DSM-5, dysgraphia is defined as a "specific learning disorder with impairment in written expression," characterized by persistent difficulties in spelling accuracy, grammar, punctuation, and clarity of written ideas. Berninger and Abbott (2019) explain that dysgraphia affects both the fine motor control required for forming letters and the cognitive processes needed for organizing ideas in writing. Pupils with dysgraphia often know what they want to write but cannot physically execute it smoothly. In the Nigerian context, Olatunji and Adewumi (2023) observed that many primary pupils display dysgraphic tendencies such as poor spacing and inconsistent letter sizes but are never formally assessed due to teachers' lack of awareness.

Management of dysgraphia involves teaching adaptations, classroom accommodations, and assistive strategies that support pupils' handwriting development and emotional wellbeing. Importantly, these strategies can be examined based on gender to determine whether male and female pupils respond differently to interventions, which include: Institutional strategies, classroom-accommodations, assistive-technology, teachers-support and feedback, monitoring progress. Studies further suggest that coping behaviors and writing motivation may differ by gender. Han (2025) observed that girls often show higher perseverance in writing practice, while boys exhibit more visible avoidance behaviors when faced with handwriting tasks. This difference implies that classroom interventions may need to be tailored to gender-specific motivational patterns for better outcomes. In most regular

classrooms, teachers are responsible for identifying learning difficulties and implementing appropriate strategies to support affected pupils. However, the effectiveness of these processes may depend on several teacher-related factors one of the most important being the teacher's level of education. Teachers with higher academic qualifications may have deeper knowledge of learning disorders, better exposure to inclusive education practices, and stronger diagnostic skills. Those with lower educational qualifications may possess limited training and exposure, thereby affecting the accuracy of identification and the effectiveness of management strategies used in the classroom. A key element highlighted in this study is the teacher's level of education. Teachers who possess higher academic qualifications such as B.Ed., B.Sc. Ed., PGDE, or M.Ed. tend to have more exposure to child development theories, special needs education, and inclusive classroom practices. Such exposure enhances their ability to identify subtle indicators of dysgraphia, select appropriate instructional strategies, and monitor pupil progress effectively. In contrast, teachers with lower qualifications may rely on traditional teaching methods with limited understanding of learning differences, making identification less accurate and management less effective. Another variable considered in this study is gender. Research suggests that gender may influence both the manifestation of dysgraphia and the responsiveness to various management strategies. Some studies indicate that dysgraphia may be more frequently identified in boys than in girls, possibly because boys tend to exhibit more visible behavioral signs or struggle more with fine motor tasks. Additionally, gender may play a role in how pupils respond to instructional approaches, classroom supports, and individualized interventions. Understanding gender differences may therefore help teachers tailor strategies that better suit the unique needs of male and female pupils.

Teacher level of education and gender together contribute to how dysgraphia is identified and managed in s capacity to diagnose early sy'Teacher qualification can shape the teacher .regular classroommptoms, apply multi-sensory teaching methods, design individualized plans, and evaluate pupil progress. Gender differences, on the other hand, may influence the behavioral and academic presentation of dysgraphia as well as the suitability of certain intervention strategies. Therefore, examining both variables teacher level of education and gender is essential for developing effective approaches to identifying and managing dysgraphia in mainstream classrooms. Understanding these factors will not only improve learning outcomes for pupils with dysgraphia but will also equip teachers with the skills, awareness, and sensitivity needed to address the diverse needs of learners.

Statement of the Problem

yet s ,Writing is an essential skill for academic success ome pupils experience persistent writing difficulties due to dysgraphia, a specific learning disability that affects handwriting and written expression. Pupils with dysgraphia often exhibit poor letter formation, illegible handwriting, slow writing speed, poor spacing, frequent erasing or rewriting of letters, and difficulty organizing ideas in written form. These challenges may result in poor academic performance, frustration, low self-esteem, reduced classroom participation, and loss of interest in learning activities. Despite the growing awareness of learning disabilities, pupils with dysgraphia in regular classrooms, based on the researcher's knowledge in Moro Local Government Area, Kwara State, remain inadequately identified and managed. Teachers rarely receive adequate training in recognizing or addressing writing difficulties, and intervention practices often overlook gender differences and teachers' educational qualifications. Although previous studies have examined dysgraphia in different settings, to the best of the researcher's knowledge, there is limited empirical evidence on the identification and management of pupils with dysgraphia in regular classrooms in Moro Local Government Area, Kwara State. This gap necessitated the present study.

Purpose of the Study

The main purpose of this study is to examine the identification and management strategies of pupils with dysgraphia in regular classrooms in Moro Local Government, Specifically, the study aims to:

1. examine the methods used in identifying pupils with dysgraphia in regular classrooms.
2. .investigate classroom management strategies for pupils with dysgraphia in regular classroom
3. .examine the difference in the identification methods based on gender
4. examine the difference in identification methods based on the teachers level of education.

Research Questions

1. What are the strategies used by teachers to identify pupils with dysgraphia in regular classroom in Moro ?Kwara state , local government

2. strategies are What are management utilized for pupils with dysgraphia in regular classroom in Moro local government, Kwara state?

Hypotheses

There is no significant difference on the identification of pupils with dysgraphia in Moro local .Ho1 .on gender Kwara state based ,government

Ho2. There is no significant difference in the management strategies of pupils with dysgraphia in Moro local government, Kwara state based on gender.

local There is no significant differences on identification of pupils with dysgraphia in Moro .Ho3 government,Kwara state based on teacher's level of education.

Moro There is no significance difference on the management strategies of pupils with dysgraphia in .Ho4 .s level of education'Kwara state based on teacher,local government

Methodology

The study adopted a descriptive survey research design. The population of the study is consisted of 256 teachers in Regular classrooms in selected public primary schools in Moro Local Government Area of Kwara State. These teachers form the population because they were directly involved in classroom teaching and are in a position to observe pupils' writing behaviours and apply appropriate management strategies. The population is considered suitable for the study because teachers interact daily with pupils and are responsible for identifying learning difficulties such as dysgraphia. Their responses are therefore relevant and essential for achieving the objectives of this study. The instrument used for collection of data in this study was a structured questionnaire. The instrument used for collection of data in this study was a self-developed structured questionnaire.

RESULT

Research Questions One: What are the strategies used by teachers to identify pupils with dysgraphia in regular classroom in Moro local government, Kwara State.

Table 2: Showing the strategies used by teachers to identify pupils with dysgraphia in regular classroom in Moro local government, Kwara State.

S/N	ITEMS	MEAN	STD	RANK
	Some pupils in my classroom have difficulty forming letters correctly.	2.90	0.97	2nd
	Some pupils write very slowly compared to their peers.	2.70	0.93	6th
	Some pupils show poor spacing between letters and words when writing.	2.58	0.97	10th
	Some pupils frequently erase or rewrite letters when completing written work.	3.18	4.35	1st
	Some pupils have difficulty copying notes from the board.	2.74	0.75	5th
	Some pupils avoid writing activities whenever possible.	2.78	0.95	3rd
	Some pupils produce illegible or messy handwriting.	2.64	0.78	7th

Some pupils struggle to organize their ideas in written form.	2.76	0.79	4th
Some pupils complain of hand pain or fatigue during writing tasks.	2.64	0.72	7th
Teachers can identify pupils with possible dysgraphia through classroom observation.	2.64	0.96	7th

Note: The figures for parentheses are in percentages

Source: Field Survey 2026

Table 2: showed the strategies used by teachers to identify pupils with dysgraphia in regular classroom in Moro local government, Kwara State follows: Some pupils in my classroom have difficulty forming letters correctly (mean score=2.90). Some pupils write very slowly compared to their peers (mean score=2.70). Some pupils show poor spacing between letters and words when writing (mean score=2.58). Some pupils frequently erase or rewrite letters when completing written work (mean score=3.18). Some pupils have difficulty copying notes from the board (mean score=2.74). Some pupils avoid writing activities whenever possible (mean score=2.78). Some pupils produce illegible or messy handwriting (mean score=2.64). Some pupils struggle to organize their ideas in written form (mean score=2.76). Some pupils complain of hand pain or fatigue during writing tasks (mean score=2.64). Teachers can identify pupils with possible dysgraphia through classroom observation (mean score=2.64). the result shows that some pupils frequently erase or rewrite letters when completing written work and some pupils in my classroom have difficulty forming letters correctly are the strategies used by teachers to identify pupils with dysgraphia in regular classroom in Moro local government, Kwara State.

Research Questions Two: What are the management strategies utilized for pupils with dysgraphia in regular classroom in Moro local government, Kwara State.

Table 3: Showing the management strategies utilized for pupils with dysgraphia in regular classroom in Moro local government, Kwara State.

S/N	ITEMS	MEAN	STD	RANK
1	Frequent short writing practice sessions Management Strategies Used	2.88	0.96	2nd
2	Use of multisensory writing (sand, tracing, finger writing)	2.66	0.91	6th
3	Use of assistive technology (keyboard/tablet)	2.52	0.95	10th
4	Breaking writing tasks into smaller steps	3.78	6.05	1st
5	Use of graphic organizers before writing	2.76	0.65	4th
6	Provision of extra time for writing tasks	2.80	0.96	3rd
7	Teacher provides step-by-step writing guidance	2.56	0.81	9th
8	Reduced copying from the board	2.70	0.76	5th
9	Use of lined or graph paper for writing support	2.60	0.72	7th
10	Oral answering instead of written tasks	2.60	0.92	7th

Note: The figures for parentheses are in percentages

Source: Field Survey 2026

Table 3: showed the management strategies utilized for pupils with dysgraphia in regular classroom in Moro local government, Kwara State follows: Teachers provide additional time for pupils who have difficulty with writing tasks (mean score=2.88). Teachers provide handwriting practice activities for pupils with writing difficulties (mean score=2.66). Teachers break writing tasks into smaller manageable steps (mean score=2.52). Teachers provide individualized support for pupils with handwriting difficulties (mean score=3.78). Teachers use visual aids and examples to guide pupils during writing tasks (mean score=2.76). Teachers encourage the use of assistive tools such as lined paper or writing guides (mean score=2.80). Teachers give constructive feedback to improve pupils' handwriting skills (mean score=2.56). Teachers allow pupils to express ideas orally when writing is difficult (mean score=2.70). Teachers use multisensory strategies to teach handwriting (mean score=2.60). The result shows that breaking writing tasks into smaller steps and frequent short writing practice sessions Management Strategies Used are the management strategies utilized for pupils with dysgraphia in regular classroom in Moro local government, Kwara State.

H01: There is no significant difference between in the identification of pupils with dysgraphia in Moro local government, Kwara state based on gender

Table 4: Summary of T-Test of significant difference between the identification of pupils with dysgraphia in Moro local government, Kwara state based on gender.

	Gender	N	Mean	Std Deviation	T	F	Df	Sig	Decision
Strategies	Male	14	35.1429	1.70326	4.489	18.216	98	.000	Sig
	Female	86	30.5581	3.74670					

Source: Field Survey 2026.

Table 4: showed the summary of t-test results showing the significant difference between the identification of pupils with dysgraphia in Moro local government, Kwara state based on gender. It was revealed that male respondents had mean score 35.1429 and standard deviation 1.70326 while female respondents had mean score 30.5581 and standard deviation 3.74670, the t was 4.489, degree of freedom 98, F was 18.216 and significant level of 0.000 ($P<0.05$). This implies that there was significant difference between the identification of pupils with dysgraphia in Moro local government, Kwara state based on gender. Therefore, the null hypothesis that states that there is no significant difference between the identification of pupils with dysgraphia in Moro local government, Kwara state based on gender was rejected.

H02: There is no significant difference in the management strategies use in managing pupils with dysgraphia based on gender in Moro local governments, Kwara State.

Table 5: Summary of T-test of significant difference in the management strategies use in managing pupils with dysgraphia based on gender in Moro local governments, Kwara State.

	Gender	N	Mean	Std Deviation	T	F	Df	Sig	Decision
Management	Male	14	35.2857	3.36106	5.697	.219	98	.000	Sig
	Female	86	28.9302	3.94310					

Source: Field Survey 2026.

Table 5: showed the summary of t-test results showing the significant difference in the management strategies used in managing pupils with dysgraphia based on gender in Moro local governments, Kwara State. It was revealed that male respondents had mean score 35.2857 and standard deviation 3.36106 while female respondents had mean score 28.9302 and standard deviation 3.94310, the t was 5.697, degree of freedom 98, F was .219 and significant level of 0.000 ($P<0.05$). This implies that there was significant difference in the management strategies use in managing pupils with dysgraphia based on gender in Moro local governments, Kwara State. Therefore, the null hypothesis that states that there is no significant difference in the management strategies used in managing pupils with dysgraphia based on gender in Moro local governments, Kwara State was rejected.

H03: There is no significant difference in the identification of pupils with dysgraphia in Moro local government, Kwara state based on teacher level of education.

Table 6: Summary of analysis of variance showing significant difference in the identification of pupils with dysgraphia in Moro local government, Kwara state based on teacher level of education.

TEACHER LEVEL OF EDUCATION	N	MEAN	STD	F	Df	Sig
NCE	21	29.5714	4.10575			
BED	73	28.0000	4.55272			
				2.604	49	0.085
M.ED	6	32.3333	3.55903			
Total	100	29.1800	4.40635			

Source: Field Survey 2026

Table 6: showed the summary of ANOVA in identification of pupils with dysgraphia in Moro local government, Kwara state based on teacher level of education. There was no significant difference in the identification of pupils with dysgraphia in Moro local government, Kwara state based on teacher level of education ($F_{(98)}$) = 2.604. Therefore, the hypothesis states that there is significant difference in the identification of pupils with dysgraphia in Moro local government, Kwara state based on teacher level of education was rejected.

H04: There is no significant difference in the management strategies use in managing pupils with dysgraphia based on teacher level of education.

Table 7:Summary of analysis of variance showing significant difference in the management strategies use in managing pupils with dysgraphia based on teacher level of education.

TEACHER LEVEL OF EDUCATION	N	MEAN	STD	F	Df	Sig

NCE	21	29.5714	4.10575			
BED	73	28.0000	4.55272			
				2.604	49	0.085
M.ED	6	32.3333	3.55903			
Total	50	29.1800	4.40635			

Source: Field Survey 2026

Table 7: showed the summary of ANOVA in management strategies use in managing pupils with dysgraphia based on teacher level of education. There was no significant difference between the management strategies use in managing pupils with dysgraphia based on teacher level of education ($F_{(98)}$) = 2.604. Therefore, the hypothesis states that there is significant difference between in the management strategies use in managing pupils with dysgraphia based on teacher level of education was rejected.

Discussion Findings

The first findings of the study revealed that some pupils frequently erase or rewrite letters when completing written work and some pupils have difficulty forming letters correctly. This indicates that repeated correction of written work and difficulty in letter formation are among the major indicators teachers use in identifying pupils with dysgraphia in regular classrooms. The finding agrees with the study of Adebiyi and Salami (2021), who found that handwriting illegibility, inconsistent letter formation, and persistent rewriting behaviours were major predictors of dysgraphia among primary school pupils. The finding is also consistent with Karikari and Mensah (2020), who reported that teachers relied heavily on observable behaviours such as untidy handwriting, slow writing speed, and avoidance of written tasks in identifying pupils with dysgraphia. Similarly, Adams and Simmons (2019) found that poor letter formation, slow writing speed, and inconsistent spacing were common characteristics exhibited by pupils with dysgraphia. Therefore, the present study supports previous findings that classroom observation remains an effective approach for identifying pupils with dysgraphia in regular classroom settings.

The second findings of the study also revealed that breaking writing tasks into smaller steps and providing frequent short writing practice sessions were the major management strategies utilized for pupils with dysgraphia in regular classrooms in Moro Local Government Area, Kwara State. This implies that teachers employ supportive instructional strategies that reduce the complexity of writing tasks and provide opportunities for continuous handwriting improvement. The finding agrees with Mwangi (2023), who found that scaffolding strategies such as sentence starters, writing frames, and gradual task presentation improved written task completion among pupils with dysgraphia. The finding is also consistent with Graham et al. (2018), who reported that structured writing instruction and repeated handwriting practice significantly improved writing fluency and legibility among pupils with writing difficulties. Similarly, Oyetunde and Idris (2022) found that structured handwriting intervention programmes improved handwriting speed and legibility among dysgraphic pupils. Therefore, the present study confirms that task simplification and regular writing practice are effective strategies for managing pupils with dysgraphia in regular classroom.

The third findings of the study further revealed that there was a significant difference in the identification of pupils with dysgraphia based on gender. This implies that gender influences how pupils with dysgraphia are identified in regular classrooms. The finding agrees with James and Engelhardt , who reported that boys were more frequently identified with handwriting and writing difficulties than girls. The finding is also consistent with Umar and Danladi (2020), who found that male pupils exhibited more visible signs of dysgraphia, including poor handwriting and task avoidance behaviours. Similarly, Osei and Darko (2020) reported that boys displayed greater handwriting variability and writing difficulties than girls, making identification easier for teachers. Therefore, the present study suggests that gender may influence teachers' recognition and identification of dysgraphic characteristics among pupils.

The fourth findings of the study revealed that there was a significant difference in the management strategies utilized for pupils with dysgraphia based on gender. This implies that male and female pupils may receive different forms of support during classroom interventions. The finding agrees with Osei and Darko (2020), who found that teachers often provided more structured support to female pupils while male pupils received more corrective responses. The finding is also consistent with Ezimako (2022), who reported differences in handwriting intervention outcomes between male and female pupils. Similarly, Fleming and Royal (2018)

found variations in pupils' responses to handwriting interventions based on gender. Therefore, the present study suggests that gender influences the management approaches adopted for pupils with dysgraphia in regular classrooms.

The fifth findings of the study revealed that there was no significant difference in the identification of pupils with dysgraphia based on teachers' level of education. This implies that teachers, irrespective of their educational qualifications, demonstrated similar abilities in identifying pupils with dysgraphia. The finding disagrees with Alade and Ogunleye (2019), who found that teachers with postgraduate qualifications were more effective in identifying pupils with dysgraphia. The finding also contradicts Alkahtani (2020), who reported that teachers with specialized training demonstrated significantly higher identification accuracy. Similarly, Adekunle and Bolarinwa (2021) found that teachers with higher educational qualifications identified dysgraphia more accurately than teachers with lower qualifications. However, the present finding suggests that practical classroom experience and regular interaction with pupils may contribute more to identification abilities than educational qualification alone.

Lastly, the sixth findings of the study revealed that there was no significant difference in the management of pupils with dysgraphia based on teachers' level of education. This implies that teachers with different educational qualifications utilized similar management strategies when supporting pupils with dysgraphia. The finding disagrees with Alade and Ogunleye (2019), who reported that teachers with postgraduate qualifications were more likely to implement individualized instructional strategies. The finding also contradicts Yusuf and Fakomogbon (2021), who found that teacher qualification significantly influenced the management of pupils with writing difficulties. Similarly, Mwangi et al. (2019), Adekunle and Bolarinwa (2021), and Hammond and Parsons (2022) reported that teachers with higher qualifications utilized more evidence-based interventions than teachers with lower qualifications. However, the present finding suggests that factors such as teaching experience, school environment, and exposure to similar classroom challenges may have contributed to the use of similar management strategies among teachers regardless of educational qualification. Therefore, educational qualification alone may not determine how teachers manage pupils with dysgraphia in regular classrooms.

Conclusion

Based on the findings of this study, it was concluded that teachers in regular classrooms in Moro Local Government Area identify pupils with dysgraphia mainly through observable writing difficulties such as repeated erasing, rewriting of letters, and difficulty in letter formation.

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