



Teachers' Awareness Of Dyslexia Among Lower And Upper School Students In Nigeria: A Case Study Of Ondo State Primary And Junior Secondary Schools

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Abstract

Previous studies on dyslexia awareness among primary and junior secondary school teachers that focus on some individual communities in Nigeria are common in literature. However, none of the previous studies have focused on each state in Nigeria. In our present study, we focus on Ondo state as a whole in Nigeria to determine the level of dyslexia awareness among primary and junior secondary school teachers. A descriptive research design was adopted, and the findings show that there is a low level of awareness of dyslexia among the teachers and that dyslexia as a concept should be incorporated into the general studies curriculum for all pre-service teachers to prepare the would-be teachers for identifying and managing dyslexic students. We submit also that it is not unlikely that many dyslexic students, if not all, at least, in view of our different experiences as former students either in the sixties or seventies in the Nigerian public schools who had witnessed the then general rule of 'spare the rod and spoil the child', must have been unfairly treated for their poor academic performance and unjustifiably punished and publicly ridiculed in the class for an academic offence not deliberately committed by them. The research concludes that there should be a synergy between the Ministries of Education and Health to determine the state of health of school age children and identify the ones with special needs for special attention to guide against bully and vulgarity in language use by teachers against students with learning disabilities.

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Introduction

The deterioration of native languages has Dyslexia, a specific learning disorder that primarily affects an individual's ability to read, spell, and recognize words accurately and fluently, has gained global attention due to its significant impact on educational outcomes. This condition arises from difficulties in processing language sounds and their connections to written symbols, making reading comprehension particularly challenging. Despite being a widespread phenomenon, dyslexia often remains underdiagnosed, especially in regions where awareness and interventions are inadequate. In developed nations, structured educational programs and interventions have been developed to support students living with dyslexia, helping them overcome associated learning difficulties. However, in many developing nations, including Nigeria, awareness and acknowledgment of dyslexia as a legitimate learning challenge remain limited. Consequently, affected students often face academic difficulties without receiving the appropriate support required to thrive in school settings.

Literature on dyslexia awareness among teachers in primary and junior secondary schools reveals interesting findings from different parts of the world (Lyon, Shaywitz & Shaywitz, 2003; Noddings, 2012; Sriano-Ferrer & Echegaray-Bengoa, 2014; Skiada et al., 2014; Ozernov-Palchik & Gaab, 2016; World Health Organization, 2016; Duranovic, 2017; Sumner, Connelly & Barnett, 2016; Arnett et al., 2017; Knight, 2018; Adubasim, 2018; Ugwu & Adubasim, 2018; Odo et al., 2021; Wagner et al., 2021; Mayo Clinic, 2022; Okechukwu et al., 2023). One critical deduction from these studies is that dyslexia is a global learning disorder that manifests in diverse forms and poses

significant academic challenges. While developed nations have established frameworks for addressing the educational needs of learners with dyslexia, the situation in Nigeria presents a stark contrast. Dyslexia is often not acknowledged as a distinct reading disability, and stakeholders in education, including teachers and policymakers, frequently fail to prioritize the support needed for affected pupils. Foreign studies predominantly focus on the anatomical causes of dyslexia and methods to assist those living with the condition. However, in Nigeria, research efforts have mostly concentrated on creating awareness among teachers in primary and junior secondary schools.

The limited studies on dyslexia awareness within the Nigerian context can be categorized into two primary groups. The first group of studies centers on specific communities in the South-South and Southeast geopolitical zones, including Port Harcourt, Abakaliki, Enugu, Owerri, and Nsukka (Ugwu & Adubasim, 2018; Adanna, 2020; Odo et al., 2021; Iwuagwu et al., 2022; Okechukwu et al., 2023). The second group comprises studies conducted in the Southwest region, specifically in Òyó and Òşun States (Ogunsola, 2018; Opoola & Awoniyi, 2018). Despite these efforts, there is a noticeable gap in research focused on Oñdó State, which is part of Southwest Nigeria, and none has comprehensively examined all three senatorial zones of the state. This paper seeks to address this significant research gap by exploring the extent to which teachers of lower and upper school classes in Oñdó State are aware of dyslexia. Through this investigation, the study aims to contribute to the growing body of knowledge on dyslexia awareness in Nigeria and provide insights that could inform educational practices and policies to

better support students with learning difficulties.

Some Related Works

Dyslexia, often referred to as a reading disability, is a learning disorder characterized by difficulties in recognizing and understanding how speech sounds correspond to letters and words, ultimately leading to challenges in reading (Mayo Clinic, 2022). Although the precise cause of dyslexia remains unclear, evidence suggests that genetic factors play a significant role. Cleveland Clinic (2023) indicates that children with one or both parents who are dyslexic have a 30% to 50% likelihood of inheriting the

condition. Additionally, disruptions in brain development due to toxic exposures during the fetal stage and neurodivergence involving atypical brain formation or functioning have been identified as potential contributors to the development of dyslexia. Researchers have argued that dyslexia is a lifelong condition that manifests in varying degrees among individuals across different ages, genders, and ethnic backgrounds (Iwuagwu et al., 2022). Although not exceedingly common, dyslexia is prevalent enough to warrant global recognition (Cleveland Clinic, 2023). Globally, Ozernov-Palchik and Gaab (2016) and Wagner et al. (2021) estimate that dyslexia affects approximately 5% to 17% of the population. The International Classification of Disease (ICD-10) further reports that the prevalence of dyslexia among primary school children ranges between 2% and 4% (World Health Organization, 2016). Arnett et al. (2017) and Knight (2018) estimate that dyslexia affects between 5% and 10% of school-age children, with boys being more frequently diagnosed than girls.

Dyslexia presents with signs and symptoms that are often challenging to detect during the preschool years but are typically first identified by teachers once formal schooling begins (Cleveland Clinic, 2023). Previous studies suggest that some indicators of potential dyslexia in preschoolers include delayed speech development, difficulty learning new words, problems forming words correctly, difficulty remembering or naming letters, numbers, and colors, and challenges with learning rhymes or engaging in rhyming games. During the school-age years, these signs become more apparent, manifesting as difficulties in spelling simple words, learning letter names, forming answers to questions, remembering sequences, associating sounds with letters, and distinguishing between similarly shaped letters such as „d“ and „b“ or „p“ and „q“ (Cleveland Clinic, 2023). Consequently, students with dyslexia may require an unusually long time to complete tasks involving reading or writing, and they may develop an aversion to activities that require reading. Dyslexia can be categorized as mild, moderate, or severe. In mild cases, individuals may manage their learning difficulties with appropriate support. Moderate cases require specialized instruction and interventions, while severe cases involve pronounced learning challenges that persist despite targeted interventions and treatments.

Failure to identify and address dyslexia can place students at a significant academic disadvantage. Without proper management, affected students may face numerous setbacks in achieving their educational goals. Noddings (2012) emphasizes that while no medication exists for treating dyslexia, adequate support and targeted interventions by parents and teachers as primary caregivers can effectively mitigate its symptoms and consequences (Skiada et al., 2014). Odo et al. (2021) highlight that children with

dyslexia who receive timely educational interventions encounter fewer reading challenges. Therefore, early identification and support are crucial. Parents and teachers must be able to recognize the traits of dyslexia to ensure prompt intervention. However, it has been observed that awareness of dyslexia remains low in Nigeria, making it difficult to identify and support students with the condition. For instance, Adubasim (2018) and Ugwu and Adubasim (2018) report that limited awareness of dyslexia may contribute to the over-identification or under-identification of affected children, as well as inadequate treatment (see also Sriano-Ferrer & Echegaray-Bengoa, 2014). According to Ugwu (2015), as cited by Okechukwu et al. (2023), many children with dyslexia in Nigeria are not detected early because teachers, who are expected to provide essential support, lack sufficient awareness of the condition. Iwuagwu et al. (2022), referencing Onyenachi (2012), note that in many low- and middle-income countries, including Nigeria, the training provided to pre-service teachers does not adequately prepare them to manage students with dyslexia, resulting in mainstream teachers being ill-equipped for such tasks.

Teachers play a pivotal role in teaching students to read and are central to diagnosing and managing dyslexia. First, teachers must identify various learning difficulties that students present in the classroom. In cases of suspected learning disorders, they should inform parents and the school administration to facilitate the necessary measures for the children's academic success (Campos, 2022). Second, teachers need to be aware of the inherent reading and writing challenges faced by students with dyslexia, enabling them to address these learning problems more effectively. Third, as recommended by Tonelli (2017), cited by Campos (2022), teachers should guide parents toward seeking specialist referrals for children

suspected of having dyslexia. According to Dias (2024), understanding dyslexia is essential for teachers, as increased awareness enables them to provide appropriate learning support. Despite these critical roles, many teachers fall short of expectations due to their lack of awareness about dyslexia. Okechukwu et al. (2023) report that primary school teachers demonstrate a low level of awareness regarding dyslexia. Similarly, Adubasim (2018) and Ugwu and Adubasim (2018) indicate that many Nigerian primary and secondary school teachers have limited knowledge about dyslexia. Teachers who lack a fundamental understanding of dyslexia are unlikely to recognize its characteristics when working with students (Sriano-Ferrer & Echegaray-Bengoa, 2014; Odo et al., 2021). According to Okechukwu et al. (2023), when teachers fail to recognize dyslexia traits, they may develop inaccurate perceptions of affected students, delaying timely assessment and intervention.

Dyslexia poses lifelong challenges to reading and writing, various educational strategies can assist affected students (NHS, 2024). Early identification and intervention have been shown to significantly improve the management of dyslexia (Snowling, 2013). The American University (2024) suggests incorporating tactile and kinesthetic activities, such as sand writing, arm tapping, and blending boards, to support dyslexic learners. Additionally, assistive technologies such as pocket spellcheckers, line readers, and digital scanning pens can prove beneficial. The American University (2024) further recommends accommodations such as extended test-taking time, the option to provide oral rather than written answers, exemptions from reading aloud in class, and access to quiet study spaces. The NHS (2024) advises teaching dyslexic students in small groups with support assistants or through one-on-one lessons with

specialized instructors, as well as adopting technology-based teaching methods instead of conventional reading and writing approaches.

Previous studies conducted in various states of Nigeria have revealed that teachers who are supposed to play crucial roles in managing dyslexia often lack the necessary preparation and awareness. Therefore, this present study seeks to assess the awareness and understanding of dyslexia among primary and junior secondary school teachers in Ondo State. The objective is to determine whether the situation in Ondo State aligns with findings from other states and to provide actionable recommendations for improving dyslexia management. The following research questions will guide this study: What percentage of primary school teachers in Ondo State are aware of dyslexia? What are the sources of information about dyslexia among primary and junior secondary school teachers? What are the opinions of these teachers regarding effective dyslexia management strategies? Additionally, what are teachers' reflections on dyslexia within the Ondo State community?

Methodology

A descriptive research design was adopted in this study. This design was adopted to investigate and describe the existing situation relating to the level of awareness and consciousness of dyslexia among teachers of primary and junior secondary school pupils in Ondo State, Nigeria, without data manipulation. This study was

carried out in Ondo State, Nigeria, between January and September 2022. The respondents comprised 310 teachers selected randomly from five lower and eleven upper primary schools in Ondo State, Nigeria. The schools selected included Federal government, State and private primary and junior secondary schools. It must be mentioned also that the schools selected for the study cut across all the senatorial districts of the state. The self-structured and validated questionnaire consisting of 4 sections was the instrument for data collection. The first section of the questionnaire was structured to obtain the socio-demographic attributes of the respondents (age, gender, marital status, classes being taught and years of service). Section B comprised four items that comprised a 'Yes or No' response format to assess the respondents' awareness, duration of awareness, source of awareness and ability to identify dyslexic pupils. Section C of the instrument included ten items with a "Yes, No, or I Don't Know" response format to assess the teachers' consciousness of pupils with dyslexic characteristics. Section D of the instrument consisted of 8 items for assessing the personal opinions of teachers on how dyslexia can be better managed. The questionnaire was administered to the respondents by 4 trained research assistants. An on-the-spot collection of instruments was adopted. Data analysis was carried out using SPSS version 16. Descriptive analysis of frequency counts and percentages was used to analyze the demographic attributes and research questions.

Results

Table 1: Demographic attributes of respondents

Variables		Freq	%
Age range (years)	20-30	42	13.5
	31-40	136	43.9
	41-50	96	31.0
	>50	36	11.6
Gender	Male	111	35.8
	Female	179	57.7
	No response	20	6.5
Marital status	Single	57	18.4
	Married	211	68.1
	Divorced	22	7.0
	No response	20	6.5
Classes being taught in Primary 4		38	12.3
	Primary 5	28	9.0
	Primary 6	13	4.2
	JSS 1	58	18.7
	JSS 2	74	23.9
	JSS 3	79	25.4
	No response	20	6.5
Years of service (years)	< 6	90	29.0
	6-10	63	20.3
	11-15	67	21.6
	16-20	28	9.0
	>20	42	13.6
	No response	20	6.5

Table 1 showed that the majority (88.4%) of the respondents were between 20 and 50 years of age, 68.1% were married, 68% taught upper basic classes, and more than half (50.9%) had spent between 6 and 20 years in service.

Table 2: Percentage distribution of respondents based on their awareness of dyslexia among pupils

Variables		Freq	%
Are you aware of dyslexia	No	159	51.3
	Yes	151	48.7
Duration of awareness (years)	< 6	71	47.0
	6-9	12	8.0
	>10	52	34.4
	No response	16	10.6
		6	4.0

Source of awareness	Hospital		
	School	93	61.6
	Family & friends	5	3.3
	Personal research	27	17.9
	No response	20	13.2

Table 2 showed that less than 50% (48.7%) of the teachers who constituted the respondents for this study were aware of dyslexia. Table 2 showed that 55% of the

respondents who were aware of dyslexia came in contact with the concept less than ten years ago. The majority (61.6%) of the respondents also got information about dyslexia from school.

Table 3: Respondents' consciousness of dyslexia among pupils

Does any of your pupils exhibit the following learning disabilities?	Yes (%)	No (%)	I don't know (%)	No Response (%)
Difficulty pronouncing words	174 (56.1)	107 (34.5)	5 (1.6)	24 (7.8)
Difficulty in learning alphabets, rhymes or songs	135 (43.5)	132 (42.6)	6 (1.9)	37 (12.0)
Difficulty in learning to read	180 (58.1)	100 (32.3)	4 (1.3)	26 (8.3)
Difficulty in distinguishing different sounds	153 (49.4)	106 (34.2)	10 (3.2)	41 (13.2)
"Stumbles" through words	167 (53.9)	97 (31.3)	5 (1.6)	41 (13.2)
Difficulty in reading and spelling	173 (55.8)	101 (32.6)	1 (0.3)	35 (11.3)
Difficulty in putting ideas on paper	175 (56.5)	94 (30.2)	7 (2.3)	34 (11.0)
Weak memory for lists, directions or facts	165 (53.2)	104 (33.5)	7 (2.3)	34 (11.0)
Difficulty in remembering names and shapes of letters	131 (42.3)	125 (40.3)	4 (1.3)	50 (16.1)
Extreme difficulties with spelling, reading, writing and understanding concepts taught during your lessons?	147 (47.4)	109 (35.2)	6 (1.9)	48 (15.5)

Table 3 above showed that 56.1% of the teachers signified that some of their pupils exhibited some difficulty pronouncing words; 43.5% signified that some of their learners had some difficulty in learning alphabets, rhymes or songs; 58.1% indicated that some of their pupils found it difficult learning to read; 49.4% claimed that some of their pupils had some difficulty in distinguishing different sounds; 53.9% submitted that some of their pupils stumbled through words; 55.8% signified that

some of their pupils exhibited some difficulty in reading and spelling; 56.5% signified that some of their pupils could not put down ideas on a paper; 53.2% claimed that some of their pupils exhibited weak memory for lists, directions or facts while 42.3% signified that some of their pupils had some difficulty remembering names and shapes of letters. A total of 47.4%, however, signified that some of their pupils had extreme difficulties with spelling, reading, writing and understanding concepts taught during lessons.

Table 4: Respondents' personal opinions on how dyslexia can be managed

Opinion	Yes (%)	No (%)	I don't know (%)	No response (%)
Pupils should be given opportunities to answer questions Orally	211 (68.1)	57 (18.4)	11 (3.5)	31 (10.0)
Pupils should not be allowed to read aloud in class	64 (20.6)	193 (62.3)	6 (1.9)	47 (15.2)
Teachers should not be using foul words like "lazy" or "dull" for the students	221 (71.3)	66 (21.3)	4 (1.3)	19 (6.1)
Reduction of paper and pencil tasks	115 (37.1)	150 (48.4)	6 (1.9)	39 (12.6)

Table 4 showed teachers' responses on how dyslexia can be better managed. 68.1% of the teachers argued that students with dyslexia should be given opportunities to answer orally; 62.3% opined that dyslexics should be allowed to read aloud; 71.3% of the teachers responded in favour of teachers not using abusive words like „lazy“ or „dull“ for students with dyslexia, while 48.4% of the teachers argued that paper and pencil tasks should not be reduced among dyslexic students.

Table 5: Respondents' personal opinions about dyslexia

Opinion	Yes (%)	No (%)	I don't know (%)	No response (%)
The society and educators have little understanding of Dyslexia	200 (64.5)	61 (19.7)	30 (9.7)	19 (6.1)
Graduate teachers are sometimes not adequately trained to meet the needs of pupils with dyslexia	182 (58.7)	93 (30.0)	3 (1.0)	32 (10.3)
Inadequate knowledge of specialized teaching and learning strategies places a dyslexic learner at a disadvantage.	188 (60.6)	84 (27.1)	7 (2.3)	31 (10.0)
The identification of pupils with dyslexia is done correctly in my school	117 (37.7)	136 (43.9)	9 (2.9)	48 (15.5)

Table 5 showed the personal reflections of teachers on the issue of dyslexia. 64.5% of the teachers thought that society and educators had little understanding of dyslexia; 58.7% of the teachers stated that graduate teachers were not adequately trained to meet the needs of students with dyslexia; 60.6% of the teachers stated that there were inadequate specialized

teaching and learning strategies thereby placing the dyslexic students at a disadvantage and 43.9% of the teachers submitted that the identification of students with dyslexia was not properly done in their schools.

Discussion

This study was conducted to assess teachers' awareness and understanding of dyslexia among primary school students in Ondo State, Nigeria. The findings revealed a significant lack of awareness among the majority of teachers, aligning with the observations made by Okechukwu et al. (2023), who reported a similarly low awareness level among primary school teachers in Nsukka, Enugu State. This is further corroborated by Adubasim (2018) and Ugwu and Adubasim (2018), who emphasized the widespread lack of knowledge about dyslexia among Nigerians, including educators. They further highlighted that teachers without a foundational understanding of dyslexia are less likely to identify its characteristics in their students, thereby hindering early intervention and support. This observation aligns with the submissions of researchers such as Sriano- Ferrer and Echegaray-Bengoia (2014) and Odo et al. (2021), who stressed the importance of teacher awareness in recognizing dyslexic traits. Interestingly, in this study, a small number of teachers claimed to have some knowledge of dyslexia, most of whom attributed their awareness to information obtained within the school environment. This finding echoes the results of Dodur and Kumaş (2020), who noted that educators who reported being informed about dyslexia often gained their knowledge from academic exposure. However, the limited availability of discussions about dyslexia suggests that even these respondents may have only encountered information as part of language- related courses or incidental learning experiences.

Regarding teachers' recognition of dyslexic manifestations among students, our findings indicated that slightly more than half of the respondents were aware of some symptoms of dyslexia. This partially aligns with the findings of Adanna (2020), who reported that only a minority of teachers identified pupils struggling with sequencing memory, spelling disorders, visual impairments, and reading challenges. This underscores the need for increased efforts to enhance teachers' capacity to identify and support dyslexic students effectively. The study further revealed that most teachers advocated for allowing dyslexic students to read individually and privately to teachers rather than aloud in class. They emphasized the need to avoid stigmatizing these students and suggested reducing paper-and-pencil tasks for them. These recommendations are consistent with the submission of the American University (2024), which emphasized that managing dyslexic students requires tailored accommodations. These include extended test-taking times, oral response options, exemption from reading aloud, and the provision of a conducive learning environment. Moreover, teachers' personal reflections highlighted a societal and educational gap in understanding dyslexia. Many graduate teachers admitted to lacking adequate training to meet the needs of dyslexic pupils. This aligns with the assertion of Knight et al. (2018), who argued that while teachers may not possess the professional skills required to diagnose dyslexia, they must have sufficient knowledge to identify its symptoms and manage them appropriately before seeking specialized help. A majority of respondents

also noted the shortage of teachers trained in specialized instructional strategies for dyslexic learners, which further disadvantaged these students. Consequently, the identification of dyslexia was reported as inadequate in most schools. Given these findings, it is evident that many lower and upper primary school teachers in Ondo State lack sufficient awareness of dyslexia. We recommend that dyslexia be incorporated into the general studies curriculum for pre-service teachers to better prepare them for identifying and managing dyslexic students. This aligns with Rose's (2009) assertion that the quality of an educational system is directly linked to the quality of its teachers. This principle applies equally to the assessment and teaching of dyslexic learners. Teachers equipped with the requisite knowledge can better support dyslexic students in overcoming their academic challenges.

Failure to address dyslexia effectively can have severe implications, including adverse effects on students' mental health and self-esteem. Dyslexic children, particularly those from economically disadvantaged backgrounds, are at a higher risk of dropping out of school due to their parents' inability to address the unique challenges they face. Reflecting on past educational experiences in Nigerian public schools during the sixties and seventies, it is concerning to think about how dyslexic students may have been unfairly punished, ridiculed, or subjected to harsh disciplinary measures for academic struggles beyond their control. The use of derogatory language by teachers may have further compounded these students' emotional struggles, leading them to question their self-

worth.

In light of these concerns, we advocate for a collaborative effort between the State and Federal Ministries of Education and Health to assess the health and learning needs of school-age children. This initiative should aim to identify students with special needs, including dyslexia, and ensure they receive appropriate educational support. It is equally essential to curb bullying and the use of vulgar language by teachers, which can significantly impact the psychological well-being of students with learning difficulties.

Lastly, an important question remains unanswered: Are parents aware that dyslexia is a reading and writing disability or disorder? Exploring this question could form the basis of future research, as parental awareness and involvement are crucial for effectively supporting dyslexic children both at home and in school.

Conclusion

This paper has highlighted that previous studies on teachers' awareness of dyslexia in Nigeria have been conducted primarily in select towns, leaving significant gaps in knowledge. In contrast, this study explored the level of dyslexia awareness among teachers in Ondo State, located in the Southwestern region of Nigeria. Adopting a descriptive research design, the study randomly selected a sample of 310 teachers from five lower and eleven upper primary schools across the state. Data collection was facilitated through a self-constructed and validated questionnaire comprising four sections, administered by four trained research assistants. The questionnaires were completed on the spot to ensure a high response rate. Data were analyzed using SPSS

version 16, with descriptive statistics such as frequency counts and percentages employed for demographic information and research questions.

The findings revealed a notable lack of awareness of dyslexia among primary school teachers. This underscores the urgent need to incorporate dyslexia-related content into the general studies curriculum for pre-service teacher education to equip future educators with the necessary knowledge to identify and support dyslexic students effectively.

One critical implication of this research is the likelihood that many dyslexic students have been wrongly blamed for poor academic performance and subjected to unjust treatment for difficulties beyond their control. To address this issue, a collaborative effort

between the State and Federal Ministries of Education and Health is essential to assess the health and educational needs of school-age children. Identifying students with special learning needs can help safeguard them from punitive or inappropriate language use by teachers and foster a more inclusive and supportive learning environment.

Recommendation

Based on the conclusions drawn from this study, several important recommendations have been outlined to address the issue of dyslexia awareness and management among teachers in Ondo State primary schools. First, there is an urgent need to integrate dyslexia-related content into teacher education curricula at colleges of education and universities. This will help pre-service teachers develop the skills necessary for identifying and supporting students with dyslexia effectively.

Additionally, regular workshops, seminars, and training sessions should be organized by the Ministry of Education for in-service teachers. These training programs should focus on enhancing teachers' understanding of dyslexia and equipping them with practical strategies for managing dyslexic students in classroom settings. Furthermore, the development and distribution of simple screening tools are essential to enable teachers to identify potential cases of dyslexia at an early stage. A collaborative framework between the Ministries of Education and Health is also recommended. Such collaboration will help assess the health and learning needs of school-age children, ensuring that dyslexic students receive appropriate educational support and medical attention where necessary. Alongside this, awareness campaigns should be initiated to educate parents about dyslexia, its symptoms, and the importance of early intervention. These campaigns will foster a more supportive home environment for dyslexic children.

Schools are encouraged to adopt inclusive teaching strategies, such as individualized learning plans, oral assessments, and the use of assistive technologies. These approaches can accommodate the learning needs of dyslexic students more effectively. Establishing resource centers or support units within primary schools, staffed by educational psychologists and specialists, is another crucial step in providing targeted assistance to dyslexic students. Policy formulation is equally important. Education policymakers should develop clear guidelines on the assessment, teaching, and management of

dyslexic students to ensure the adoption of best practices across schools in Ondo State and beyond. In addition, school administrators must enforce guidelines to prevent teachers from using harsh or stigmatizing language toward students with learning difficulties, including dyslexia. Finally, further research is recommended to explore parental awareness of dyslexia and investigate strategies for effective school-home collaboration in managing the condition. These measures, if implemented, will significantly improve the educational experiences and outcomes for dyslexic students in Ondo State.

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