Impact of Parental Involvement in the Acquisition of Reading Competencies by Children Living With Dyslexia in Fako Division, South West Region of Cameroon

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ABSTRACT

This paper is out to investigate Parental Involvement in the Acquisition of Reading Competencies by Children Living with Dyslexia in Fako Division South West Region of Cameroon. The key issues focuses on the acquisition of Reading Competencies by Dyslexic Children as an important autonomy skill. From this, the principal objective of the study was to find out the link between parental involvement and the acquisition of reading competencies by children living with dyslexia. The main research question asked was: ‘To what extent does parental involvement influence the acquisition of reading competencies in children living with dyslexia?’ Hypotheses were formulated and relevant theories reviewed. This study was both quantitative and qualitative research. A quasi-experimental design (a one group pretest posttest design) was used on a sample of 15 participants (comprised of 5 pupils, 5 teachers and 5 parents). Data was collected using questionnaire and interview guides. The data collected was analyzed using the Pearson correlation index. A sample of 5 pupils, 5 teachers and 5 parents were examined using questionnaire and interview. The data collected was analyzed using the Pearson correlation index. The result obtained from the hypothesis showed that there is a significant relationship between parental affection and the acquisition of reading competencies by children living with dyslexia as determined by the correlation index of = 0.911. From this result it was concluded that there is a significant relationship between parental involvement and the acquisition of reading competencies by children living with dyslexia. Consequently, a number of recommendations were made to policy makers of primary education on how to involve parents in the education of their children especially those with reading difficulties. Suggestions were also made for similar and further research to be undertaken in other towns and regions in Cameroon and in other parts of the world.

Keywords: Parental Involvement, Acquisition ,Reading Competencies , Dyslexia in Fako Division, South West Region ,Cameroon

Introduction

Education is an essential and indispensable need to live in the modern world. It guarantees a better life style. In the process of education, reading competencies are acquired. Everyone, including children living with dyslexia, needs reading competencies. Children who have this disability, especially those with reading difficulties often face problems in school. According to Garcia and Thornton (2014), involvement of the family in children’s education helps to improve their test scores, social skills, reduced absenteeism, and increase in their self-esteem. This would highly contribute in reducing crime and poverty, something that our community and the world dread.

According to Cope, Eicher, Meng, Gibson, Hager, Lacadie and Gruen (2012), dyslexia affects the area of the brain that processes language. Children with dyslexia have normal intelligence, and usually have normal vision. That is why, they can succeed in school with tutoring or specialized educational programmes. Dyslexia is a disability, which affects the individual ability to read, write and spell. It is a learning disorder that involves difficulty in reading, due to the problem of identifying speech sounds, and learning how they relate to letters and words (decoding). Emotional support from parents also plays an important role in helping children with dyslexia.

Trudell (2012), said that the process of acquiring reading competencies are combined, observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhance pupils’ performance in school, lifelong learning sustainable development, especially in the area of reading. It is an individual ability to read, and spell successfully and efficiently. Reading competence is important to everyone in the society because it is a medium of communication skill, which enables an individual to express himself or herself in the home, in school, at job side, in church, in the market, or during meetings, just to name a few.
Reading is fundamental to functioning in today’s society: it is a vital skill in finding a good job and discovering new things. It is fundamental in developing a good self-image. It is for this reason that the researcher sought to investigate the way dyslexic children’s, reading abilities could be improved upon because these groups of persons face difficulties in reading, and this makes them drop out of school, and are sometimes looked down upon in the community. (Finn, & Pannozzo, 1995).

Moreover, according to Ladd (1984), dyslexic children also find it very difficult to associate with their peers. Peer relationship difficulties can be manifested in at least three ways: “peer isolation/withdrawal, lack of popularity (including peer neglect and rejection) and friendlessness. During payment at times, they are often cheated because of their inability to master the concept of money. From all indications and observation, parents pay very little or no attention to children identified with reading problems in school. This has often resulted to a lot of failure on the children’s part in school as their parents hardly follow them up after school to do their homework.

According to the Salamanca Framework of Action discussed in June (1994) of which Cameroon is a member, and adapted to this context, parents of pupils in Fako Division, South West of Cameroon are given the privilege to partner as regards the special educational needs of their child. Inclusive schools are everywhere in the Division, and parents are encouraged to send their children with disabilities in reading to school through PTA meetings (The Salamanca Statement and Framework for Action on Special Needs Education Conference (1994).

Dyslexic children are children who are often left behind by many parents because they find it very difficult to read. Most parents if not all often prefer to send other siblings who are doing well in reading, spelling and writing to school than to waste money on those siblings who cannot read or comprehend. This is because they are not diagnosed in school or at home. They are taught in school like all other children, and little or no attention is paid to their special needs. (Cockburn, Hashemi, Noumi Ritchie & Skaed..2017) findings in Cameroon indicate that there was emerging attention to inclusive education for children with disabilities in Cameroon. Yet many children are unable to realize their educational and social rights (Cockburn, Hashemi, et al. 2017).

Again, it appears that most children with disabilities are not included in schools, which is a point and need to address teacher attitudes and pedagogy including parents’ attitude. Usually, children who have difficulties in reading receive extra support, extra time and finances (Adams,1990). The situation becomes worse as many parents become so socioeconomically involved in their different ways of acquiring wealth, such that no attention is given to their children with reading difficulties. Those who employ home teachers often do not check the activities done by the teachers. For parents who are less educated, they consider a dyslexic child slow, a good -for -nothing child, and a curse child given to them by God for a wrong thing they once did. Some parents attend school meetings in order to get help on how to manage these children. But many parents find it useless to spend money on such children because they feel they are a liability to the family (Adams,1990).

A Partnership according to Ontario Ministry of Education (2010), talks about a co-operative, supportive partnership between school administrators, teachers, parents and even pupils themselves. However, parents feel that their responsibility is just to pay the school fees of their children and provide them with their school needs (Leithwood, Anderson, Mascall, & Strauss, 2010).Parents are not often regarded as active partners in decision-making in most schools as far as the education of their children is concerned. This is the case of schools in Fako.

Also, parents hardly show affection to dyslexic children, and this is seen in their behavior towards teaching them at home, lack of parental cooperation with teachers, little or no provision of school needs, and absence of protection for their children with dyslexia, since they may have other children doing better in school. In the quest for what can be done to remedy this situation, this researcher set out to investigate the impact of parental involvement in the acquisition of reading competencies by children living with dyslexia in selected schools in Buea, Limbe and Tiko Municipalities in Fako Division, South West Region of Cameroon.

This work is divided into five chapters. Chapter One consists of background of the study, justification of the study, statement of the problem, objectives of the study, research questions, research hypotheses, significance of the study, delimitation of the study and operational definition of term. Chapter Two consists of three main sections. The first deals with review of literature on the concepts of dyslexia, reading, parental involvement, parenthood, involvement, child, parental affection, parental cooperation and parental provision. The second aspect of this work consists of the theoretical framework and theories such as Language acquisition theory by Chomsky (1981), the involvement theory by Bronfenbrenner (1979), Psycholinguistic theory by Lev. Vygotsky (1978), Parental involvement theory by Joyce Estein (1987-1991) theory of personality and child centered development by Carl Rogers (1959) and lastly Reading theories by Siegel (2006) and Harmer.
(2007). Finally, the last part of this chapter consists of empirical review on parental affection, parental cooperation and provision.

Chapter Three consists of research methodology. Within this chapter we will talk on research design, area of study, population of study, sample of the study, instrumentation of the study, validation of the instrument, reliability of the instrument, method of data analysis, ethical consideration and finally the recapitulative (synoptic) table which is a summary of the methodological procedure consisting of the following: the general hypothesis, research hypotheses, variables of the study, indicators, modalities and statistical test. Chapter Four deals with presentation and analysis of data collected from the field. Chapter Five focuses on the interpretation of the result, discussion and recommendations. These involve testing the hypothesis, interpreting and giving possible solutions for further research, references.

**Background to the Study**

Dyslexia is the most common specific learning disability and is estimated to affect from 3 to 20 % of the population around the world with Cameroon inclusive Rauf (Ismail, Balakhrishnan,& Haruna,2018) .The Specific Learning Disabilities Federation of New Zealand (SPELD NZ) for example, which provides specialist tutoring services within New Zealand estimate that 7.1 % of all students have specific learning disabilities, which equates to approximately 55,000 school age children. However, there is no empirical evidence to confirm this statement Balakhrishnan, & Haruna(2018). Dyslexia is a life-term disability which can affect both children and adults. Studies show all over the world and in Cameroon, that dyslexic children face many difficulties in their educational interactions and social surroundings (Lo-oh & Muofor 2020). Also, they suffer from frustrations and low self-esteem because of the lack of achievements, particularly in academics, which may affect their long-term life opportunities (Morgan 1996). Parents’ awareness about dyslexia and its impact on their children is imperative in ensuring sustainable development of the children. Thus, parents need to be made aware of their children’s conditions as early as possible so that appropriate intervention could be taken, for the wellbeing of both parties.

Historically, the term “Dyslexia” was first coined by Berlin, a German doctor in 1887 (Hazawawi & Hisham, 2014a), to describe word blindness that came from two Greek words „Dys” defined as difficulty and „Lexia” defined as words (Alexander-Passe, 2010). This term was coined in 1887 to refer to a case of a young boy who had a severe impairment in learning to read and write in spite of showing typical intellectual and physical abilities.

Research on dyslexia throughout the early 20th century focused on the idea that dyslexia stemmed from a visual deficit that involved reading words backwards or upside-down. However, in the 1970s it was suggested that dyslexia stemmed from a deficit in processing the phonological form of speech, which resulted in individuals having difficulty associating word sounds with visual letters that make up the written word.

Dyslexia saw the light of the day for the first time in a journal, and it did so among physicians, especially ophthalmologists. For this reason, during the first stages of the study of dyslexia, it was described as a disease of the visual system.

The history of reading dates back to the invention of writing during the 4th millennium BC. Although reading print text is now an important way for the general population to access information, this has not always been the case. With some exceptions, only a small percentage of the population in many countries was considered literate before the industrial revolution. Some of the pre-modern societies with generally high literacy rates included classical Athens and the Islamic caliphate. Scholars assume that reading aloud, was a more common practice in antiquity, and that reading silently was unusual. In his confessions, Saint Augustine remarks on Saint Ambrose’s unusual habit of reading silently in the 4th century AD (Fonto 2006).

More recent studies using modern imaging techniques have shown differences in the way the brain of a “dyslexic” person develops and functions. Now, even after a century of research, dyslexia is still one of the most controversial topics in the field of developmental neurology, psychology and education. The controversy arises from the incomplete and varying definitions of dyslexia and from the contradictory theories surrounding its causes, subtypes and characteristics. Dyslexia is widely accepted to be a specific learning disability and has biological traits that differentiate it from other learning disabilities.

During the Age of Enlightenment, elite individuals promoted passive reading, rather than creative interpretation. Reading has concrete laws, but let’s readers escape to produce their own products introspectively, promoting deep exploration of texts during interpretation. Some thinkers of that era believed that construction or the creation of writing and producing a product, was a sign of initiative and active participation in the society. They reconsidered readers of that time passive citizens, because they did not produce a product. Michel De Certeau argued that the elites of the Age of Enlightenment were responsible for this general belief. Michel De Certeau believed that reading required venturing into the author’s land, but
taking away what the reader wanted specifically. This view held that writing was a superior art to reading within the hierarchical constraints of the era (Certeau, 1986).

Also, in 18th century Europe, the then new practice of reading alone in bed was, for a time, considered dangerous and immoral. As reading became less a communal, oral practice and more a private, silent one and as sleeping increasingly moved from communal sleeping areas to individual bedrooms, some raised concern that reading in bed presented various dangers such as fires caused by bedside candles. Some modern critics, however, speculated that these concerns were based on the fear that readers, especially women could escape familial and communal obligations, and transgress moral boundaries through the private fantasy worlds in books (Lawrence, 1952).

In the decade before 1900, several views of the child existed. The Froebelian notion of the child as spiritual, spontaneous and innately good was examined in the light of science, and the new child psychology introduced the concept of a child with animal instincts, impulses, and habits. The objective, scientific study of children suggested that the child was neither good nor bad, and the child’s development was dependent upon nature and the environment (parents included). The goal of kindergarten was to supplement the nurture of the home and establish good habits, shape good citizens, and provide moral instruction (Lawrence, 1952). Froebel believed that humans are essentially productive and creative and fulfillment comes through developing these harmonies with God and the world (Parental involvement) through encouraging the creation of educational environment that involves practical work and direct use of materials provided by parents and in cooperation with the teachers (Froebel, 1826).

More so, in 1923, criticism of behaviorism appeared, leading to the view that the inner life of the child was to be liberated to allow the child to reach his or her potential. The child has needs that had to be met; the goal of education was to contribute to the growth of the well-rounded child’s personality. The scientific study of children continues today, and while such study may encourage distance from children and condescension, it can also produce new respect for Anne Everett George (1882).

To Gestwicki (2007), parental involvement could be traced as far back as the conception of a child. At the moment of conception, the activity of the mother may affect the learning ability of the child after birth. Parental affection of a child begins from birth and this continue after birth.

The major notion of parent involvement was that parents knew what they wanted for their children, and thereby, were involved (affection, provision and cooperation). Before, affection towards children was done by given children special gift and constantly bringing the child closer to the adult but today it is in the form of getting a child tablet. Parental involvement in school helped those educational settings to decrease budget costs, and built good relationship between parents and schools(cooperation). However, the parent involvement efforts were limited to middle-class families during the depression (Gestwicki, 2007). Later, Head Start was required to ensure the utmost level of participation by the families served. Parent involvement and empowerment were seen as Head Start characteristics (Goldberg, 1997).

The main philosophy of the Head Start programme was that parents were equal partners with education professionals in children’s education (Zigler, 1992). Both parents and teachers were considered to be experts on children, with each bringing different types of expertise (Gestwicki, 2007). Parents began to decide on the level of involvement well-suited to their lives and commitments. According to the rationale, if children are to achieve their fullest potential; there must be an opportunity for Head Start parents to influence the character of programme that affects the development of their children (Henrich & Blackman-Jones, 2006).

More so, parents were offered educational activities to engage in with their children (Kellaghan, Sloane, Alvarez, & Bloom, 1993). For example, parents began to work with their own children along with the staff (cooperation) plan parent activities by themselves, participate as volunteers in classrooms, and set standards for the hiring of professional staff. Thus, the Head Start programme was able to actively reach out to parents (Stein & Thorkildsen, 1999). Later, a family centered educational programme was brought in.

In addition, NCLB required parent involvement programmes in schools and obliged them to develop a written parent involvement policy that included parents in creating and evaluating the policy, and in planning, evaluating, and improving the various programmes for parents. It also mandated that schools give parents understandable descriptions and explanations of the curricula, offer a flexible number of meetings, and use funds for transportation, child care, and home visits to facilitate parent attendance. Schools were also directed to provide training for parents, to enhance the involvement of other parents and coordinate parent involvement activities with other programmes such as Head Start (Gestwicki, 2007).

Another new regulation for parent involvement programmes introduced by this legislation was to establish parental information and resource centers (PIRC) that assisted parents of children identified for improvement. Thus, parents’ involvement in their children’s education had become more valued in the
United States by themselves as well as other stakeholders such as policy makers, teachers, school administrators, and children (Gestwicki, 2007).

Conceptually, dyslexia a reading and learning disability caused as a result of a defect in the brain processing of graphic symbols, which alters the way brain processes written materials. It is associated with the aberrant structure and function of the left hemisphere brain that is involved in the reading and language networks (Peterson & Pennington, 2015). Children with this disability usually have difficulties in word recognition, spelling, decoding and reading comprehension (Vellutino, Fletcher, Snowling, & Scanlon, 2004).

Reading skill/competency is the ability of an individual to read, comprehend and interpret written words on a page of an article or any other reading material. The procession of a good reading skill will enable the individual to be able to assimilate a written work within a short period while reading. If an individual develops a reading skill, it is lifelong. Al-Obaydi (2017) says that reading competency/skill is a process of interacting between the reader and the material in which all the schematic knowledge being interacted with all the readers’ social and contextual factors. This process results from the understanding of the symbols to infer meaning.

Moreover, reading Competency is the level of understanding a subject has achieved with regard to written text. Reading Comprehension works together with writing comprehension as the two subjects work simultaneously with one another. Proficient reading competency includes the ability to quickly recognized and analyze words, and understand the cognitive concepts behind the words. Vocabulary plays a significant part in reading competency as it allows for expansion of terms in one’s dialect and it assists with word and association. (Literature Based Writing Promps, 20112019).

Parenting according to Akinsola (2012), varies with culture. The White American families practice authoritative parenting, which involves support in the form of (hugging and praising their children), and control in the form of setting clear expectations and moderate limit these parental behaviours are also taken as parental warmth and acceptance. In the case of Asian American families, who are made of Chinese and Filipino Americans there are stricter in their parenting strategy and exhibit high control over their children, and they lack warmth.

Campbell (2007), said parental involvement has three factors that has driven the assessment of parental status. The first is biological connections, which may seem important, but law stories and psychological vignettes often show that biological and genetic connection are not sufficient to define a parental filial bond. The second factor for defining parental status is the manifestation of being a parent. Finally, the third one is related to the social, relational and affective bond build between a caregiver and a child (Compbell,2007).

According to Szczegielniak (2017), Language is extremely complex, yet children already know most of the grammar of their native language(s) before they are five years old. Children acquire language without being taught the rules of grammar by their parents. Parents don’t consciously know the many rules of grammar. The Innateness Hypothesis asserts that children do not need to learn universal principles like structure dependency because that is part of universal grammar (UG). They only have to learn the language-specific aspects of grammar (Chomsky, 1981).

Children are exposed to slips of the tongue, false starts, ungrammatical and incomplete sentences. Also, children learn aspects of language about which they receive no information such as structure dependent rules. Children somehow know to invert the auxiliary of the main clause when forming a question like: Is the boy who is sleeping- dreaming of a new car? Rather than is the boy-sleeping is dreaming of a new car? To do this, the child must somehow understand structure dependency and constituent structure, something that adults do not consciously know (Szczegielniak, 2017).

Moreover, to Szczegielniak (2017), children acquire language in similar stages across the world. When children are acquiring language, they do not speak a degenerate form of adult language. Rather, they speak a version of the language that conforms to the set of grammatical rules they have developed at that stage of acquisition. In language acquisition, we have the perception and production of speech sounds, babbling and so forth.

According to Piaget (1936), a child is someone who thinks in strikingly different ways compared to adults. He further sees a child as someone who experiences the world through actions, representing things with words, thinking logically, and using reasoning. Also, to Piaget, children are born with a very basic mental structure (genetically inherited and evolved) on which all subsequent learning and knowledge are based. Piaget’s (1936) theory of cognitive development explains how a child constructs a mental model of the words. He disagreed that intelligence was a fixed trait, and regarded cognitive development.

This concept of a child by Piaget is important to this study because children are born with a very basic mental structure, which is genetically inherited and evolved from parents on whom all subsequent learning and knowledge are based. Therefore, parents play an important role genetically from the moment of
conception of a child and they subsequently determine the behavior, the knowledge and skills (like reading skills) developed by the child (Landry 2008), contends that children’s development of cognitive and social skills needed for latter success in school may be best supported by responsive parenting, a style characterized by affection, warmth and being responsive to a young child’s signals needs, and interests. Shonkoffs & Phillips (2000), reported that parental sensitivity, responsiveness, and consistency otherwise parental involvement are associated with positive child out come especially if the child is dyslexic.

The concept of parental involvement can never be complete until parents’ socioeconomic background is also looked into. This is because the socioeconomic background of parents tells us to what level these children can be helped since they need special, teachers, materials and, above all, emotional support before they can succeed in school (Marmot, 2004).

The Socioeconomic status is an economic and sociologically-combined total measure of a person's work experience. It also relates to an individual's or family's economic and social position relative to others, based on income, education, and occupation. Marmot (2004), indicates that when analyzing a family’s socio-economic status, the household income, earners’ education and occupation are examined, as well as combined income, versus an individual, when their own attributes are assessed. Lareau, (2003), observes that socioeconomic status is typically broken into three categories; high, middle, and low, to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables income, education, and occupation, can be assessed.

The socioeconomic background of parents of children with dyslexia plays a very important role in their acquisition of reading competency according to Amutabi, (2003). Parents with high socioeconomic background often take good care of their children with dyslexia because they can easily provide effective support for these children in terms of school materials good quality school, health care, provision of teachers at home and, above all, good nutrition. On the other hand, parents who are from low socio-economic background often face the challenges of taking care of their children with dyslexia, since they cannot even provide for the basic needs of these children, thus resulting to their failure in school and dropout. As such, the cycle of low socioeconomic standard continues. Divergent explanations have been offered for the observed relations between socio-economic status (SES) and pupils’ Performance (Amutabi,2003),

Hernstein and Murray (1994), have emphasized the genetically determined cognitive inferiority of low-class children. Bernstein (1971) and, probably much more, his interpreters (pellegrini, 2001) have pointed to the linguistic deficits in lower-class circles. Borrdieu and Passeron (1970), emphasized the lack of cultural capital in lower-SES context, and Coleman (1987), mentioned the lack of social capital within the setting. Along the lines of the social capital explanation mentioned above, it has recently been argued that the generally low levels of academic achievement on the part of lower-SES pupils can be explained by the lack of parental involvement in their education (Ciozlier,1997; Griffith, 1998; Lonigan & Whitehurst, 1998; Weinger & Lareau, 2003).

Numerous studies have, indeed, shown a significant effect of parental involvement in the educational career of children (Eccles & Harlld 1996; Grolnick et al.,1997; Griffith ,1998; Fan&Chen,2001). The specific results included; higher test scores and higher school performance in the domain of reading, spelling, and mathematics (Fehrmann et al, 1987; Epstein& Dauber, 1991; Fantuzzo et al, 1995; Hart & Risley, 1995; Eccles & Harold, 1996; Griffith 1998; Faires et al., 2000).

Also, low income and little education are shown to be strong predictors of a range of physical and mental health problems due to environmental conditions, or may be the entire cause of social predicament. Simiyu, (2001), argues that family income refers to wage’s salaries, profit, rents and any flow of earnings received. Income can also come in the form of unemployment, or workers, compensation, social security, pension, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance.

Income can be looked at in two terms; relative and absolute. Absolute income, as theorized by economist Keyenes, (Reviewed by Jim Chappelo update April 11.2019) is a relationship in which, as income increases, so too is consumption, but not at the same rate. Relative income dictates a person or family’s savings, and consumption based on the family’s income in relation to others. Income is commonly used as a measure of social economic status because it is relatively easy to figure out for most individuals.

Ominde (1964), observes that education plays a major role in skills set for acquiring jobs, as well as specific qualities. Income inequality is most commonly measured around the world by the Gini Coefficient, where 0 corresponds to perfect equality and 1 means perfect inequality. Low income focuses on meeting immediate needs and do not accumulate wealth that could be passed on to future generations, thereby increasing inequality. Families with higher and expendable income can accumulate wealth and focus on meeting immediate needs while being able to consume, and enjoy luxuries and weather crises (GOK, 1983).
Lareau (2004), speaks on the idea of concerted cultivation, where middle class parents take an active role in their children’s education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Laureau (20112), argues that families with lower income do not participate in this movement, thereby causing their children to have a sense of constraint. A division in education attainment is thus born out of these two differences in child rearing.

Amutabi, (2003), discusses the impact of socioeconomic status on children’s readiness for school: “The segregating nature of social class, and ethnicity may well reduce the variety of enriching experiences thought to be the prerequisite for creating readiness to learn among children. Social class, ethnicity, dictate neighborhood, housing, and access to resources that affect enrichment or deprivation, as well as the acquisition of specific value systems. American Psychology Association (2001), elaborates on the relationship of family socioeconomic status to children's readiness for school, across all socioeconomic groups; parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty, these challenges can be formidable. Sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing, and health care. Educational toys, games, and books may appear to be luxuries, and parents may not have the time, energy, or knowledge to find innovative and less-expensive ways to foster young children's development.

Ominde (1964) observed that even in families with above average income, parents often lack the time and energy to invest fully in their children's preparation for school, and that they sometimes face a limited array of options for high-quality child care both before their children start school, and during the early school years. Kindergarten teachers throughout the country report that children are increasingly arriving at school inadequately prepared. Families with low socioeconomic status often lack the financial, social, and educational supports that characterize families with high socioeconomic status. Poor families may also have inadequate or limited access to community resources that promote, and support children's development and school readiness.

Lastly, parents may have inadequate skills for such activities as reading to and with their children, and they may lack information about childhood immunization and nutrition. Lareau, (2004) state that "low maternal, education and minority-language status are most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in preschoolers." Having inadequate resources and limited access to available resources can negatively affect families' decisions regarding their young children’s development and learning. As a result, children from families with low socioeconomic status are at greater risk of entering kindergarten unprepared than their peers from families with median or high socioeconomic status.

Theoretically, several theories underpinning the objectives of this study will be exploited. the theoretical framework and theories such as Language acquisition theory by Chomsky (1981), the involvement theory by Bronfenbrenner (1979), Psycholinguistic theory by Lev. Vygotsky (1978), are the essential theories explaining the concept of dyslexia and the acquisition of reading competencies in children. Other theories exploited for same purpose was that of were that of Joyce Estein (1987-1991); the Parental Involvement Theory, Theory of Personality and Child Centered Development by Carl Rogers (1959) and the Reading theories by Siegel (2006) and Harmer (2007).

Contextually, reading is one of the principal tools for understanding humanity, for making sense of the world, for advancing the democratic ideal and for generating personal and national prosperity. Lo-oh & Muofor (2020). Reinforcing appropriate reading and language behaviour strengthens that behaviour (Skinner et al., 1997). When children are beginning to learn to read and apply strategies to read words accurately and comprehend text, they may need to be provided with reinforcers in successive approximations to emitting correct responses. According to Carnine et al. (2004) providing reinforcement in successive approximations shapes learners reading behaviours towards making accurate responses. It helps learners know the aspects of the task they are completing correctly. Skinner believed that behaviour is a function of its consequences. The learner will repeat the desired behaviour with positive reinforcement and a pleasant consequence follows the behaviour.

The ability to read allows humans to achieve three important goals: building knowledge, acquiring information for accomplishing task, and deriving pleasure and feeding individual interest (Duane,1983) This is because those with reading difficulties face enormous challenges learning to read, like the inability to build knowledge and acquire information to feed their interest or enrich their lives. The lack of reading ability may make humans to be very different from other humans (Lo-oh & Muofor 2020). They face persistent and on-going difficulty which results in discouragement and frustration and hinders their chances to succeed academically if they are not handled properly (Lo-oh & Muofor 2020). Chapman and Tunmer (2003) have reported that if learners are still struggling in third grade then they are likely to have continuous reading difficulties. Such learners leave elementary school with severely deficient reading and writing skills, with little or no improvement and with many dropping out of school without graduating.
Internationally, and in some parts of the world, provisions have been made in the Special Education 2000 policy for schools to assist children with moderate learning difficulties and a Special Education Grant (SEG) is also paid directly to schools in many countries so that they might provide instructional adaptations to improve the educational achievement of those students with learning difficulties.

Dyslexia is a life-long disability, and its symptoms vary from person to person, and can also vary at a different stage in a person’s life, but with appropriate intervention, it can produce a significant result (Skida et al., 2014). The most important treatment for dyslexic children is the parents’ awareness about dyslexia and its impact on their children (Elbro & Petersen, 2004). Previous studies show that parents who are unaware of dyslexia often show negative feelings such as frustration, denial, and stress when their children do not meet their expectations (Ozonoff, Dawson, & McPartland, 2002). Furthermore, these parents tend to experience anxiety and low self-esteem regarding their children future life and academic performance. These behaviours do not only affect the children, but it also gives a negative impact on the parents’ life; for instance, excessive fatigue, lack of sleep and stress. Thus, parents need to be made aware of their children conditions as early as possible so that appropriate intervention could be taken, for the wellbeing of both parties. According to Alias & Dahlan (2015), parents that are aware of dyslexia experience two significant challenges in raising a dyslexic child, namely; „Difficult yet enduring” and „Self-perseverance”. Each of the challenges consists of sub-challenges that parents usually faced in dealing with dyslexic children.

Childhood education contributes to well-being and human development (Vygotsky 1978). The United Nations Conventions on the Rights of Persons with Disabilities (CRPD), Articles 7 and 24 and the Rights of the Child (CRC) Articles 2 and 23 (United Nations 1990) state that all children have the right to develop their potential and access education (UN Enable, 2006). According to Filmer 2008; UNICEF (2004), African children living with dyslexia as well as others living with other impairments and disabilities are less likely to start and attend school, transit to higher levels of education, and may experience violence (Boersma 2013). Strategies to improve the development of inclusive education (IE) are needed as well as strategies to improve effective interaction between the home (parents) and School (teachers) interaction and involvement which form an important base in language acquisition and learning. In investigating the effect of early identification and intervention on the reading ability of learners with dyslexia in Cameroon, Lo-oh & Muofor (2020), proposed that learners must become effective readers to meet the demands of literacy and learning in the 21st century.

However, in Cameroon, learners with dyslexia as reported by Lo-oh & Muofor (2020), face enormous challenges learning how to read; with many never reaching a level of reading proficiency that allows them to build knowledge, acquire information, feed their interest or enrich their lives in some ways. In some cases, and according to the reports from the above-mentioned authors, their attempt to read results in a degree of discouragement and frustration that reading subtracts rather than adds to their lives. For learners with dyslexia, their early struggle in learning to read is reported to be extended to their life style and the inability to read and process documents in later years. This is because they leave elementary school with severely deficient reading and writing skills. This is sometimes exacerbated by the failure of parents and teachers to be able to identify the learners with such unique needs. Also, failure to put in place tools, strategies for identification and intervention has caused many to drop out before graduation or graduate without ever receiving required assistance.

In Cameroon schools, children run away from the frustration they get in school because of persistent and ongoing difficulty in reading Lo-oh & Muofor (2020). The shortage of good practicing teachers, weak elicitation techniques as well as limited facilities put in place to adequately teach reading is common. Also, Lo-oh & Muofor (2020) highlighted that many parents run into the state of denial, flight and frustration when they learn their child has a reading disability, forgetting they through their active involvement, they can be advocates for their child to help him/her receive remediation so as to improve on their reading skills. Without the ability to read well, opportunities for personal fulfillment and job success is reported to be inevitably lost (La-oh & Muofor 2020).

The concept of Parental Affection

Affection is one of the most important aspects that a child with dyslexia needs from the parents, a feeling of liking and caring from the parents. According to Uy (2015), the core idea on affection is simply liking. He further said if the word ‘‘love’’ is taken out of affection, it will then mean that whenever you placed the word affection to anything, you probably love it, feel warmth from it, and is what you get out of it. Parental affection toward children with dyslexia can greatly improve their competencies in the area of reading as they are constantly encouraged with love from their parents such as hugging and embracing the child when he or she improves in reading or writing. Again, constant assurance from parents such as don’t worry, you can also make it, makes the child not to give up in school. Furthermore, affection could also be seen in the way parents follow up their children in school, provision of their needs and cooperation with their school teachers.
Wendy and her colleagues, in Articles published in 1994 and 1997, conceptualized three dimensions of parental involvement based on how parent-child interactions affect pupils schooling and motivation. Behavioral involvement refers to parents’ public actions representing their interest in their child’s education, such as attending an open house, and volunteering at school PTA meetings. Parental involvement includes parent child interactions that communicate positive attitudes about school and the importance of school or education to the child. This Article is found to relate with this study as it highlights that parent-child interaction is an aspect, which encourage children to keep striving for school despite their difficulties, especially those with reading difficulties. This interaction can only come by if parent have affection for their children.

Cognitive involvement is seen as behaviours that promote children’s skills development and knowledge, such as reading books and going to museums. Parental involvement, according to this theory, affects pupil’s achievement because these interactions affect pupil’s motivation, their sense of competence, and the belief that they have control over their success in school. The relationship between this article and this study is that they both talk about parent involvement and its variable which is affection (Uy, 2015).

Floyd and Morman (1998), see affection as an emotional state that should be encouraged at all level in the society because it is a more valuable resource that is essential for survival and protection. They further depict that affection communication helps people survive and attract others, because giving and receiving affection is related to better mental and physical health. In fact, people who regularly receive affection are advantaged in almost every way compared to people who receive little affection. They are happier, more self-confident, less likely to be depressed, more likely to engage in social activity, and are in better general mental health (Floyd and Morman, 2002).

- **How affection can be communicated.**
  Affection can be communicated by looks, words, gestures, or touches. It conveys love and social connection. Affectionate behavior may have evolved from parental nurturing behavior due to its association with hormonal rewards. Such affection has been shown to influence brain development in infants. Expressions of affection can be welcomed if affectionate behaviour may be associated with various health benefits. It has been proposed that positive benefits sentiments increase the propensity of people to interact, and that familiarity gained through affection increases positive sentiments among them (Floyd and Morman, 2002).

- **Benefits of Affection**
  Affection exchange is seen as an adaptive human behaviour that contributes to greater physical and mental well-being. The expression of affection mediates emotional, physical, and relational benefits for the individual and significant counterparts the communication of positive feelings towards others (parent and children) has health benefits that include; lowers stress hormones, lowers cholesterol, lowers blood pressure and strengthens the immune system. It is of this relevance that children with dyslexia must be shown affection as they constantly go into depression due to their disability in reading.

- **Affection and Parental Relationships**
  Affectionate behavior is often regarded as the result of parental nurturing behavior due to its associations with hormonal rewards. Positive and negative parental behaviors can be linked to later life health problems. Abuse is a common attribute to poor health in later life, as the lack of affection leads to naturally poorer well-being and mental health.

Cooperation is another concept, which can greatly influence children’s acquisition of competencies in the area of reading. Home school success, ongoing support, resourcing and training, community participation at all level and multi-level leadership must be attained (Harris and Goodall, 2007).

There are many ways in which a school can use in building partnership with the stakeholders and must recognize differences in family orientation and needs. Parents are often present in the preparation of the individualized education plan of their children’s rapport. They should try not to take things personally, and always consider both sides of the story. Details are important, but don’t let them get in the way of negotiating the best educational experience for your child. Parents should involve their children in decision making.

- **Helping parents to improve on their children reading skills (Rocks and the author(s) Copyright (2018).**
  Below are tips to help parents to improve on their children reading skills. According to Rocks and the author(s) Copyright (2018), there are nine tips to help children champion in the area of reading which parents ought to know. The first of these tips is that:

Parents should know that all public schools abide by specific laws and regulations, which provide special services for children with disabilities (dyslexia) who qualify for such services. The criteria used for eligibility varies from region to region, but all schools must adhere to minimum curriculum standard. To find out the laws in the region as a parent, the social welfare can be contacted at the school or state University Department of Education. Parents ought to know the people who make decisions about their child’s education. Parent ought to connect with
educators and administrators in both casual and formal settings. Talk with their child’s teacher on a regular basis. If possible, volunteer in the classroom and help out with school functions. If you have concerns or problems that teachers cannot or will address, be willing to follow the chain of command through the school, and if necessary, to the district office. Remember that you as a parent have the right to request that the school evaluate your child if you think he or she may have a learning disability.

Furthermore, Parents should maintain an organized file of educational records and assessment information. Parents should take notes during telephone and face–face meetings, and ask for people’s full names and contact information when communicating by phone or by email. In addition, parents should keep fewer formal examples of children’s academic progress, such as homework papers, artwork, and writings, as these may be useful in establishing patterns and documenting both abilities and challenges.

Parents Should Gather Information, read books and articles on learning, attend conferences and join a parent support group or affiliate to an organization in their area. Parents should get comfortable with education acronyms and jargon. Parents should ask professionals lots of questions and should not afraid to ask for clarification if their answers when they are confusing or complicated.

Moreover, Parents should Communicate Effectively. They should come to meetings prepared and know the specific outcomes you want. Be clear, calm and direct when speaking and put things in writing whenever possible. Listen, and take time to think about pertinent information. Consider when documentation or data may help your case, and present it in an orderly and readable format. While assertiveness and persistence are crucial, anger and aggressiveness can work against you and can damage important relationships.

Also, Parents should know their children’s strengths and interests, and share them with educators. By highlighting a struggling child’s capabilities and talents, you not only help professionals know your child as a whole person; you can also assist in identifying learning accommodations (Rocks and the author(s) Copyright 2018).

Equally, Parents should emphasize solution. There are no miracle curses or magic bullets for learning disabilities. It is important to stress the positive and to help identify ways to improve your child’s experience. Once appropriate programs have been identified and agreed upon, make every effort to encourage follow-through.

Also, Parents should focus on the big picture. Simply put, “don’t sweat the small stuff”, knowing the specificities of a law may be important on one level, but constantly arguing technicalities can ultimately waste time and inhibit early as they can Learning disabilities (dyslexia) are lifelong issues, mastering self-advocacy skills is one of the keys to becoming a successful adult. Resist the natural urge to pave every road for your child, respect, and support your child’s needs to take informed academic risks.

Finally, Cooperation can also be looked at from the perspective of Parent - Teachers Association in schools. In its simplest form, cooperation involves teachers and parents working in harmony for the betterment of the pupils. According Shaeffer (1991), parents-teachers’ cooperation has potential benefits through parents and community partnership which does not only increase the resources available, for education but have pointed out that teachers are based on shared educational concern. Many schools have parents’ teachers’ associations and similar bodies that are based on families shared concern for the welfare of pupils. Some of these bodies may have been defined narrowly to enhance only parents, while others have broader memberships. According to Bray (1988), in Papua New Guinea, for example, they are called ‘parents and citizens association’ (PCA) In Cameroon, Nigeria, and the Philippines they are called ‘Parent –Teachers Association’ (PTA), but commonly include alumni and other community members.

Parents/ teachers association role in children acquisition of reading competencies
According to Mbu (2001), parent- teacher association has a great role to play in the acquisition of reading competencies in schools. With the help of parent- teachers association, school functional system and pupil’s performance in school will solely be dependent on effective parent teacher’s cooperation, which provided all the basic school needs for a child to study. Mbu (2001), in the Cameroon evidence shows that parents and the communities in the name of parent- teacher Association (PTAs) has made a considerable effort in financing education, in primary and secondary school projects. These projects include, building classrooms, buying equipment, building school fence, providing library and laboratory facilities, and even the employment of teachers in extreme cases. With the provision of all the resources in the school through the help of parent - teachers association, children are made comfortable in the school, and so can acquire reading competencies since the resources for studies are made available.

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Statement of the Problem

The acquisition of reading competences is very important for individuals to be operational in all aspect of life and community. It is the responsibility of parents, teachers, peers and the community as a whole to provide an enriching environment for enhancing the capabilities of children to achieve these challenging requirements.

It has been observed that many children with dyslexia lack reading competences which may render them not fully integrated in the society. Evidence of 2002 international law on No Child left Behind, justify that pupils with disabilities in our schools including those with dyslexia need to be fully integrated. The fact that in Cameroon, the Ministry of Social Affairs (2001) talks of assisting and protecting persons with disabilities implies the need to make sure learning abilities and all competencies in that regard should be catered for. The ability to read is very important in all educational processes as it informs and develops knowledge for total autonomy and integration in the society.

There are many factors that can account for the poor reading competences of dyslexic pupils. Amongst them parental support has been identified but has, received very little attention especially with respect to the South West Region. From the researcher’s observation in her practicum sessions in primary schools scheduled by the University of Buea, in 2017 and during the present research, many children seem to have severe reading difficulties with very minimal improvement suggesting that they may be dyslexic. This account for the fact that their parent most put special interest on them by given them a lot of affection, providing their needs and above all cooperating with the school teacher. As a result of lack of parental involvement, they often lack reading competence skills. Sometimes they are often misled in many instances because they cannot read signposts or follow directions, many drop out of school because of the difficulties they face in school. Children with such problems and difficulties usually demonstrate some aspects of low self-image, guilt and shame, less communicative when it comes to written information, have difficulties traveling alone because they can read sign post. Very often sign documents which let them to trouble because if their inability to read. Again, they often make agreement and refused them because it was never written down. Little is known about the affective relationship, they have with their parents to enable them overcome such difficulties. Moreover, due to some obvious existing negative parental and societal conceptions about children with dyslexia, such as good for nothing child, doll thing, stupid, most of them from experience seem to be withdrawn. These children are usually noted to be in lack of basic learning facilities while parents can provide. The absence of this may make them find it difficult to associate with their peers and other members of the community. Unfortunately, most of the parents of children with Dyslexia tend to portray a carefree attitude on their child’s schooling and sometimes may refuse to cooperate with the school authorities for the education of their children as they abstain from PTA meetings and other relevant pedagogic matters concerning their children.

Generally, children with dyslexia face many difficulties as they walk through the mainstream and educational ladder in the absence of parental involvement affection, provision of basic needs by parents and the lack of cooperation from parents with teachers. The consequences of this, is usually drop out of school signing of documents without knowing the content which later complicate them, low self-esteem in the present of peers and difficulties moving from one part of the country or world to another due to lack of ability to read sign post. It is against this backdrop that the researcher embarks on this study which aims at finding out what impact parental involvement has on the acquisition of reading competences by children living with dyslexia.

Research Objective

To examine the extent to which parental affection can improve on a dyslexic child’s acquisition of reading competencies. For children with Dyslexia to acquire reading competencies, affection from parents must be implemented as these children need a lot of psychological affection from parents to feel that they are loved despite their disability, as affection is a supportive component of a child’s early development.

Research Question

To what extent does parental affection improve a dyslexic child acquisition of reading competency? Parental affection entails the need for parents to love their children, accept them, encourage them, show them warmth, and involve them. Parental affection in the acquisition of reading competencies will automatically effect positive outcome of reading competency in dyslexic children.

Concept of Child by Carl Rogers (1951)

Carl Rogers (1951) viewed the child as having two basic needs: positive regard from other people and self-worth. How a child thinks about himself, his feelings of self-worth are of fundamental importance both to psychological health and to the likelihood that we can achieve goals and ambitions in life and achieve self-actualization. Self-worth may be seen as a continuum from very high to very low. For Carl Rogers (1959) a person who has high self-worth, that is, has confidence and positive feelings about him or herself, faces challenges in life, accepts failure and unhappiness at times, and is open with people. A person with low self-worth may avoid challenges in life, not accept that life can be painful and unhappy at times, and will be
defensive and guarded with other people. Rogers believed feelings of self-worth developed in early childhood and were formed from the interaction of the child with the mother and father.

As a child grows older, interactions with significant others will affect feelings of self-worth Carl Rogers (1959). Rogers believed that children need to be regarded positively by others; they need to feel valued, respected, treated with affection and loved. Positive regard is to do with how other people evaluate and judge them in social interaction. Rogers made a distinction between unconditional positive regard and conditional positive regard. Unconditional Positive Regard is where parents, significant others (and the humanist therapist) accepts and loves the person for what he or she is. Positive regard is not withdrawn if the child does something wrong or makes a mistake. The consequences of unconditional positive regard are that the child feels free to try things out and make mistakes, even though this may lead to getting it worse at times. Children who are able to self-actualize are more likely to have received unconditional positive regard from others, especially their parents in childhood. Conditional Positive Regard Conditional positive regard is where positive regard, praise, and approval, depend upon the child, for example, behaving in ways that the parents think correct. Hence the child is not loved for the person he or she is, but on condition that he or she behaves only in ways approved by the parent(s). At the extreme, a person who constantly seeks approval from other people is likely only to have experienced conditional positive regard as a child.

According to Rogers, a child wants to feel, experience and behave in ways which are consistent with his/her self-image and which reflect what he/she would like to be like, their ideal-self. The closer a child’s self-image and ideal-self are to each other, the more consistent or congruent he/she is and the higher their sense of self-worth. A person is said to be in a state of incongruence if some of the totality of their experience is unacceptable to them and is denied or distorted in the self-image. Incongruence is “a discrepancy between the actual experience of the organism and the self-picture of the individual insofar as it represents that experience. As we prefer to see ourselves in ways that are consistent with our self-image, we may use defense mechanisms like denial or repression in order to feel less threatened by some of what we consider to be our undesirable feelings. A person whose self-concept is incongruent with her or his real feelings and experiences will defend because the -t-ruth hurts (Rogers, C. 1959).

As the child gains control over eliminative functions and motor abilities, they begin to explore their surroundings. The parents still provide a strong base of security from which the child can venture out to assert their will. The parents’ patience and encouragement help foster autonomy in the child. Children at this age like to explore the world around them and they are constantly learning about their environment. Caution must be taken at this age while children may explore things that are dangerous to their health and safety. At this age children develop their first interests. For example, a child who enjoys music may like to play with the radio. Children who enjoy the outdoors may be interested in animals and plants. Highly restrictive parents, however, are more likely to instill in the child a sense of doubt, and reluctance to attempt new challenges. As they gain increased muscular coordination and mobility, toddlers become capable of satisfying some of their own needs. They begin to feed themselves, wash and dress themselves, and use the bathroom (Erickson 1958).

If caregivers encourage self-sufficient behavior, toddlers develop a sense of autonomy—a sense of being able to handle many problems on their own. But if caregivers demand too much too soon, refuse to let children perform tasks of which they are capable, or ridicule early attempts at self-sufficiency, children may instead develop shame and doubt about their ability to handle problems.

The aim to bring a productive situation to completion gradually supersedes the whims and wishes of play. The fundamentals of technology are developed. The failure to master trust, autonomy, and industrious skills may cause the child to doubt his or her future, leading to shame, guilt, and the experience of defeat and inferiority (Erik Erikson’s Stages of Social-Emotional Development). The child must deal with demands to learn new skills or risk a sense of inferiority, failure, and incompetence.

Children at this age are becoming more aware of themselves as “individuals.” They work hard at “being responsible, being good and doing it right.” They are now more reasonable to share and cooperate. Allen and Marotz (2003) also list some perceptual cognitive developmental traits specific for this age group. Children grasp the concepts of space and time in more logical, practical ways. They gain a better understanding of cause and effect, and of calendar time. At this stage, children are eager to learn and accomplish more complex skills: reading, writing, telling time. They also get to form moral values, recognize cultural and individual differences and are able to manage most of their personal needs and grooming with minimal
assistance (Allen & Marotz, 2003). At this stage, children might express their independence by talking back and being disobedient and rebellious.

Erikson viewed the elementary school years as critical for the development of self-confidence. Ideally, elementary school provides many opportunities to achieve the recognition of teachers, parents and peers by producing things—drawing pictures, solving addition problems, writing sentences, and so on. If children are encouraged to make and do things and are then praised for their accomplishments, they begin to demonstrate industry by being diligent, persevering at tasks until completed, and putting work before pleasure. If children are instead ridiculed or punished for their efforts or if they find they are incapable of meeting their teachers' and parents' expectations, they develop feelings of inferiority about their capabilities (Crain, 2011).

At this age, children start recognizing their special talents and continue to discover interests as their education improves. They may begin to choose to do more activities to pursue that interest, such as joining a sport if they know they have athletic ability, or joining the band if they are good at music. If not allowed to discover their own talents in their own time, they will develop a sense of lack of motivation, low self-esteem, and lethargy. They may become "couch potatoes" if they are not allowed to develop interests.

Concept of Child by Freud

Freudian concept of children has been of immense importance in telling us two things. One is that early childhood can be tremendously important in affecting and determining later development (a position also adopted by people such as Bowlby, whose views are given above), and the other is that we can be driven by unconscious needs and desires of which we are not aware (Bremner & Slater, 2003). Thus, if we did not go through one of the childhood psychosexual stages very well, then this could reflect itself in later adult disorders such as neurotic symptoms, but we would not be aware of the causes of the problem. The only way to come to terms with this would be intensive sessions of psychoanalysis in which the analyst tries to discover what it is that went wrong in your childhood that is causing your current problems.

Additionally, if events occurring in early childhood can have different outcomes (as a result of reaction formation), then it is impossible to make clear predictions about the effects of early experiences. Nevertheless, there are many who believe that psychoanalytic theories are important in understanding human development, and there have been many theoreticians who have offered variations and alternatives to Freud’s proposals (Thomes, R 2000). Freudian theory has been of immense importance in telling us two things. One is that early childhood can be tremendously important in affecting and determining later development (a position also adopted by people such as Bowlby, whose views are given above), and the other is that children can be driven by unconscious needs and desires of which we are not aware (Miller, 1993). Thus, if they did not go through one of the childhood psychosexual stages very well, then this could reflect itself in later adult disorders such as neurotic symptoms, but we would not be aware of the causes of the problem. The only way to come to terms with this would be intensive sessions of psychoanalysis in which the analyst tries to discover what it is that went wrong in your childhood that is causing your current problems. The theory is largely unsupported by scientific evidence.

Looking at the above concepts from Piaget, Skinner and Carl Rogers, there are relevant to this present study. Piaget theory proposed that humans progress through four developmental stages. The stage which is relevant is the third stage based on children between the ages of 7 and 11 because this study is also based on children from that same range. At this age, the child is capable of logical thinking, and ready to learn. This theory is also relevant to this study because teachers’ teaching method is derived from the stage in which the child is or the special need of the child, for example the teaching method used to teach the child with dyslexia is different from the teaching method used to teach a normal child.

Skinner’s theory of motivation of a child is relevant to this study because it clearly shows how parents’ motivation affects the acquisition of competencies in a child. Motivating a child by showing the child affection when the child does a good act, or providing a reward for a skill portrayed makes the child want to do more. Similarly, simple actions in the classroom such as the teacher rewarding a child for doing a good job, can ease and facilitate a dyslexic child’s acquisition of reading skills.

Carl Rogers’ theory is of relevant to this study because it brings out the fact that child development and self-concept is primarily influenced by the parenting style of parents. This is to agree with the study that the parenting style of a parent such as, how a parent shows affection to a child influences a child’s acquisition of reading competency, especially for children with dyslexia. Parents with dyslexic children are required to use a more affectionate parenting style, given the child more attention than a normal child in order for the dyslexic child to acquire reading competency.
METHODOLOGY

The type of study was intervention research type. The researcher used the snowball method through the teachers to identify children with dyslexia in the classrooms selected. After the identification of dyslexic children by the class teachers for the researcher to real confirm that these children were really dyslexic, she did a number of tests such as productive assessment test, word recognition assessment test, decoding test, an automatic naming test, and a standardized assessment test, confirmed the presence of dyslexia in a few pupils.

This study employed a mixed methodology, involving both quantitative and qualitative methods. To enable the reader have a broad knowledge of the concept under investigation. To compare the responses from the two correspondence. A mixed research design was used specifically quasi-experimental design (a one group pretest posttest design) was used on a sample of 5 participants. The (quantitative study comes before a qualitative study) to have a broader understanding of the concepts under investigation, to compare responses from the respondents. The researcher conducted a survey using questionnaire and also a one group pretest posttest quasi experimental. Interviews were also conducted. The one group pretest and posttest design had no comparison group and utilizes only a pretest posttest to see programme or intervention effects. This design is generally used to test the extent to which a particular programme initially proven inefficient could impact in a different context after effective orientation. The design is also relevant to this study because it is an intervening research and it could only be this design as it will give the right result after treatment and easy to measure through pupils performance. This is of great importance to this study as it enables us have a brother understand of the concepts investigated in the study, to compare the responses from the correspondence.

It is also a quantitative approach whereby questionnaire copies were used, and the data collected analyzed statistically in order to answer the research questions, and verify the hypotheses. When it comes to internal validity, experimental designs are often viewed as the ideal with the "most" ideal being the pretest-posttest randomized control group design. The structure of pretest posttest design is outlined below:

\[ R \ O_1 \times O_2 \]
\[ R \ O_3 \times O_4 \]

- \( R \) indicates randomization occurred within that particular group.
- \( X \) indicates exposure. So, in this case, only one group is the exposed group.
- \( O \) indicates observation points where data are collected. Here, we see that both groups had data collected at the same time points—pre- and post-exposure time period.

The absence of a dotted line between the exposure and the control group indicates that it is a true control group due to randomization.

Though this design has a problem with internal validity as there is not control group, it saves time because the programme used as intervention has already been proven effective, and one is simply concerned to the magnitude of impact in another context.

The process of data collection as explained here best justified this design. In this study, the purposive sampling technique was used where 9 schools were selected from where pupils suspected to be dyslexic were identified in the purposive schools and classes. From this cohort of pupils through the daily observation during class activities, assignment and class exam results were observed. The proper assessment was done by the researcher to confirm the presence of dyslexic disabilities in the pupils identified by the teachers. This was done using an assessment test of reading (Ihenacho 1992) it is the process used to determine a child’s specific learning need and strength and to determine whether or not a child is eligible for special education services. The following tests were done (2) a productive assessment test (Hirsch 2007) which is a dynamic indicator of basic early literacy, (3) word recognition test by Almeida (2017) and the ability to read single printed words. It is also called reading or word identification test, and requires that pupils read individual words printed in a list, (4) a decoding test to confirm the presence of dyslexia (Cunningham 1999). This tests the ability for the children to read unfamiliar words using their letter-sound knowledge and (6) an automatic naming test by Bonnieterry (2009), which is naming sets of objects colors, numbers and letters. The same exercise was carried out in all the purposively selected schools and respective classes to select pupils with dyslexia even in the schools that have more than one stratum.

Parents of these children were contacted by the researcher. The situation of the children was explained to them on how they can help their children. The first interview guide was given to the parents for them to tell the researcher how they have been helping their children at the beginning of the exercise on the 05/6/2018.
The researcher gave them advice on how they can help their children with dyslexia to succeed in school (show them affection, provide their school needs, and, above all, cooperate with the class teacher) Parents were asked to show affection to their children when teaching them at home, try at all times to provide their school needs and, above all, cooperate with their class teachers. On the 05/12/2018 after six months of follow up with parent the same questionnaire copies which were given at the beginning of the exercise were administered and the result of the responses were analyzed.

Questionnaire copies were also given to pupils at the beginning of the exercise on how their parents have been helping them with their school work. These questions were read to them to answer, and the researcher ticked the correct answers. The same exercise was done after follow up for six months, and the results were collected and analyzed.

An interview was also conducted with teachers at the beginning of the exercise, to see the level of parental involvement in the education of their children. The researcher advised them on how they could involve (inviting them for PTA meetings, visiting them in their homes, reporting to them the performance of children in school) parents in the education of their children. The researcher did the follow-up (visiting of parents and discussing how they were helping their children at home, advising them to constantly show love to children and also to have patience with them, parents financially viable were advised to look for a home teacher for six months, and the same exercise that was done at the beginning was repeated, and the results were analyzed.

Area of the study

This study was carried out in Fako Division, which is made up of Muyuka, Tiko, Limbe, Idenau and Buea. Specifically, this study was carried out in Limbe, Buea and Tiko towns due to the absence of school in the other divisions as a result of socio-political instability.

The population of this study is made up of pupils with dyslexia in all primary schools in Limbe, Buea and Tiko municipalities in Fako Division, South West Region of Cameroon, together with their parents and teachers. Teachers were part of this study because they are teachers of these children in school. This study also involved parents because parental involvement was the main theme under investigation in the study.

The sample of this study was limited to classes four and five pupils in one private, one public and one mission schools in the three Municipalities that is Buea, Limbe and Tiko in the South-West Region thus making a total of nine schools. Fako Division has a total of about 110 primary schools with a pupil
population of 30342. It has a teacher population of 1399 for the 2018-2019 academic years. This study used a sample of nine schools from Buea, Limbe and Tiko Divisions.

Pupils are used for this study because they are the ones that can give an accurate measure of parental involvement in their reading skills. Their responses tell us about parents’ activities, their commitment, and difficulties faced. The pupil population was limited to Classes Four and Five because they can provide the researcher with the necessary information for this study. They are mature enough to understand questions, and respond to questions. In addition, they are in those classes where reading competency is easily fostered by teachers and parents through home and school activities.

Teachers were also part of the population under study because the study focuses on impact of teacher and parent relationship concerning children with dyslexia. As such their opinion was very important. Teachers’ population was limited to teachers who teach these pupils in Classes Four and Five.

Parents were included in this study because they are the caretakers of these pupils and are the ones who assist them in their homework. They work with the children every day. As such, they can provide the necessary information needed for the study.

The target population consists of classes four and five pupils suspected with dyslexia, and their parents and teachers in government, lay private and confessional schools in Limbe, Buea and Tiko Municipalities that are effectively operating. This was a purposive selection because the pupils in Classes Four and Five could reason, and accurately answer the researcher’s questions. The schools were purposively selected in order to make a balance between government, lay private and confessional schools.

Access with population consists of Pupils in Classes Four and Five in the above-mentioned primary schools who were tested and confirmed to be dyslexic.

In this study the purposive sampling technique was used where pupils with dyslexia were identified in the purposive schools (GPS Down Beach, Presbyterian Primary School Limbe, Ibolykaszabo Foundation, GS Likoko Membea, Catholic School Molyko, Potter’s House Buea, GS Mudeka, Divine Faith Mutengene and CBC Bakingili with classes four and five pupils of the same schools) From this cohort of pupils a proper assessment was done by the researcher to confirm the presence of dyslexia in the pupils identified by the teacher. Through the pupils the researcher got to the parents as each child was able to give the mother or fathers number to the researcher. The researcher then gave a pretest to the pupils to see their level in reading competences. The types of pretest given were as follows: productive assessment test, word recognition assessment test, decoding test, automatic naming test and a standardized assessment which results were obtain and very low. The above tests were also done at the end of the exercise to see if the intervening research worked. The researcher liaised with the 5 pupils to their parents.

The summary table below represents the total sample of this study which stood at 15, (that is 5 pupils, 5 teachers and parents).

Table 1: Comprehensive Table Depicting the Population of Parents, Pupils, teachers and schools

<table>
<thead>
<tr>
<th>MUNICIPALITY</th>
<th>SCHOOLS</th>
<th>PUPIL</th>
<th>TEACHER</th>
<th>PARENT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUEA</td>
<td>G.S. LIKOKO MEMBEA</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>LIMBE</td>
<td>GPS DOWN BEACH</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>IBOLYKASZABO</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>TIKO</td>
<td>DIVINE FAITH MUTENGENE</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

The tables below show the selection of pupils with dyslexia together with their teachers and parents in Limbe.

Table 2: Sample Size and Distribution of Sample Limbe Municipality, Fako Division

<table>
<thead>
<tr>
<th>SN</th>
<th>School type</th>
<th>Name of school</th>
<th>Class</th>
<th>Population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>GPS down beach</td>
<td>Four</td>
<td>28</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Confessional</td>
<td>Presbyterian Primary School Limbe</td>
<td>Four</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>54</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Lay Private</td>
<td>Ibolykaszabo Foundation</td>
<td>Four</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>240</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: field work (2018/2019)
GPS Down Beach Limbe had 28 pupils in Class Four suspected to be dyslexic but after screening and assessment, only one pupil was found to be dyslexic. In Class Five, out of 23 pupils, none was found to be dyslexic.

In Presbyterian School Limbe, out of 50 pupils in Class Four none was found dyslexic after assessment. In Class Five, 54 were suspected, and none was found with dyslexia after assessment.

In primary school Ibolyskaszabo Foundation, 40 pupils in Class Four were suspected to be dyslexic but one was found dyslexic after assessment. In Class Five, 45 were suspected by the teacher but after the researcher assessment non was found to be dyslexic.

A total of two pupils were selected from the Limbe Municipality.

<table>
<thead>
<tr>
<th>S/N</th>
<th>School type</th>
<th>Name of school</th>
<th>class</th>
<th>Number of teachers</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>GPS Down beach</td>
<td>Four</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Confessional</td>
<td>Presbyterian Primary school, Limbe</td>
<td>Four</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Lay Private</td>
<td>Ibolyskaszabo Foundation</td>
<td>Four</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: field work 2018/2019

GPS Down Beach Class Four had two teachers for one sample selected. Class Five had no teacher because no sample was selected from the class.

In Presbyterian Primary School, no teacher was selected for both Classes Four and Five because there were no samples selected from these classes.

Ibolyskaszabo Foundation. Class Five had one teacher for one sample selected. A total of 2 teachers were selected from the Limbe Municipality.

<table>
<thead>
<tr>
<th>S/N</th>
<th>School type</th>
<th>Name of school</th>
<th>class</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>GPS Down beach</td>
<td>Four</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Confessional</td>
<td>Presbyterian Primary school, Limbe</td>
<td>Four</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Lay Private</td>
<td>Ibolyskaszabo Foundation</td>
<td>Four</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Source: field work 2018/2019

One parent was selected from GPS Down Beach Class Four because of the one sample selected but there was no sample selected from Class Five, so there was no teacher selected.

No parent was selected from Presbyterian Primary School because no sample was selected from both Class Four and Five.

One parent was selected from Ibolyskaszabo Foundation Class Five because of the one sample selected and no parent was selected from Classes Four because no sample size was selected.

A total of two parents was selected from the Limbe Municipality.

<table>
<thead>
<tr>
<th>S/N</th>
<th>School type</th>
<th>Name of school</th>
<th>class</th>
<th>Population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>GS Likoko Membea</td>
<td>Four</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Confessional</td>
<td>Catholic school molyko</td>
<td>Four</td>
<td>70</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Lay Private</td>
<td>Potter’s house</td>
<td>Four</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>288</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: field work 2018/2019
A total of two teachers were selected from the Buea Municipality. No parent was selected from Catholic School Molyko because no sample was selected from both Class Four and Class Five. In Potter’s House Class Four, no teacher was selected because no sample was selected. One teacher was selected in Class Five because one sample was selected. A total of two teachers were selected.

**Table 6: How the sample size of teachers was selected**

<table>
<thead>
<tr>
<th>SN</th>
<th>School type</th>
<th>Name of school</th>
<th>class</th>
<th>Number of teachers</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>GS Likoko Membea</td>
<td>Four</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Confessional</td>
<td>Catholic school Molyko</td>
<td>Four</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Lay Private</td>
<td>Potter’s house</td>
<td>Four</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Source:** field work 2018/2019

GS Likoko Membea Class Five had one teacher for one sample selected. Class Four had no teacher selected because there was no sample from the class.

No teacher was selected from Catholic School Molyko because no sample was selected from both Class Four and Class Five. In Potter’s House Class Four, no teacher was selected because no sample was selected. One teacher was selected in Class Five because one sample was selected. A total of two teachers were selected.

**Table 7: How the Sample Size of Parents Was Selected**

<table>
<thead>
<tr>
<th>SN</th>
<th>School type</th>
<th>Name of school</th>
<th>class</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>GS Likoko Membea</td>
<td>Four</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Confessional</td>
<td>Catholic school Molyko</td>
<td>Four</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Lay Private</td>
<td>Potter’s house</td>
<td>Four</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

**Source:** field work 2018/2019

No parent was selected from GS Likoko Membea Class Four because there was no sample selected. One parent was selected from GS Likoko Membea Class Five because one sample was selected.

No parent was selected from Catholic School Molyko because no sample was selected from both Class Four and Class Five.

In Potter’s house, no parent was selected from class four because no sample was selected. One parent was selected from class five because one sample was selected.

A total of two parents were selected from the Buea Municipality.

**Table 8: Sample Selection and Size in Tiko Municipality, Fako Division.**

<table>
<thead>
<tr>
<th>SN</th>
<th>School type</th>
<th>Name of school</th>
<th>class</th>
<th>Population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>GS Mudoka</td>
<td>Four</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Confessional</td>
<td>Divine Faith Mutengene</td>
<td>Four</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Lay Private</td>
<td>CBC Bakingili</td>
<td>Four</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>35</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>195</td>
<td>1</td>
</tr>
</tbody>
</table>

**Source:** field work 2018/2019

Government School Likoko-Membea had 60 pupils in class and none was found dyslexic after assessment. Class Five had 50 pupils, and one was found to be dyslexic after assessment. From the 70 pupils in Catholic School Molyko, 60 pupils were in Class Five, and no pupil was found Dyslexic after assessment. In Potter’s House, out of 25 pupils in Class Four, none was found Dyslexic after assessment. In Class Five, one out of 23 pupils tested and assessed was found Dyslexic. A total of two pupils were selected from the Buea Municipality.
In G.S Mudeka, out of the 40 pupils in Class Four and 30 pupils in Class Five, no pupil was found to be Dyslexic after assessment. One pupil was found dyslexic in Divine Faith Mutengene Class Four out of the 20 pupils assessed. In Class Five, none was found to be dyslexic out of the 30 pupils assessed. Out of the 40 pupils in CBC Bakingili Class Four and 35 pupils in Class Five who were assessed, none was found to be Dyslexic. A total of one pupil was selected in the Tiko Municipality.

Table 9: How the Sample Size of Teachers was Selected

<table>
<thead>
<tr>
<th>SN</th>
<th>School type</th>
<th>Name of school</th>
<th>Class</th>
<th>Number of teachers</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>GS Mudeka</td>
<td>Four</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Confessional</td>
<td>Divine Faith Mutengene</td>
<td>Four</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Lay Private</td>
<td>CBC Bakingili</td>
<td>Four</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total 2</td>
</tr>
</tbody>
</table>

Source: field work 2018/2019

No teacher was selected from GS Mudeka since no sample was selected. Two teachers were selected from Divine Faith Mutengene Class Four because one sample was selected there. No teacher was selected from Class Five since no sample was selected. No teacher was selected from CBC Bakingili since no sample was selected. A total of two teachers were selected from the Tiko Municipality.

Table 10: How the Sample Size of Parents was Selected

<table>
<thead>
<tr>
<th>SN</th>
<th>School type</th>
<th>Name of school</th>
<th>Class</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>GS Mudeka</td>
<td>Four</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Confessional</td>
<td>Divine Faith Mutengene</td>
<td>Four</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Lay Private</td>
<td>CBC Bakingili</td>
<td>Four</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total 1</td>
</tr>
</tbody>
</table>

Source: field work 2018/2019

No teacher was selected from GS Mudeka because no sample was selected. In Divine Faith Mutengene Class Four, one parent was selected for one sample selected. In Class Five, no teacher was selected because no sample was selected. In CBC Bakingili, no parent was selected because no sample was selected from there. A total of one parent was selected from the Tiko Municipality.

Two instruments were used to collect the data for this study, namely a questionnaire and an interview guide. A questionnaire was designed and used for pupils while another one was designed and used for teachers alongside an interview guide designed for parents. There were two interviews, one for parents, and the other for teachers.

A questionnaire was used to collect data to measure parent affection, parental provision, parental cooperation with teachers and pupils, and parental protection of pupils with dyslexia. The test score of pupils was also collected from school records, and used to measure academic performance (mainly in reading). A Standardized Reading Test was given to the pupils by the researcher at the end of each month for a period of six months, and the scores were collected and used to measure the progress of reading competencies in the pupils.

The researcher was given an authorization letter signed by the Head of Department (H.O.D) of EPY/SPE to enable her gain access to the various schools and institutions so as to collect data for findings. The researcher with the permission from the various head teachers administered her instrument on the pupils after presenting the letter of authorization from the Faculty. The researcher introduced herself to the parent and explain the reasons for meeting them and an interview was done with them. The result of the interview where collected. The researcher talked to them how they could help their children as there where dyslexic. This is because they did not know what it was all about. The researcher advises them on how to show these their children affection, provide them with school need and above all cooperate with the school teacher before they can acquire reading competence because they were not like other children who can learn easily. The interview was done privately and individually same with the advice on how to help the pupils in the area of affection, provision and cooperation with the school teachers. The teachers of these pupils were also selected as they were to monitor the activities of the children in school. An interview was also done with them at the beginning and at the end of the exercise. All the participants were English speaking as such the researcher could discussed with no problem.
The questionnaire copies were administered by the researcher who equally interpreted and explained the questions to the respondents in the language they understood at pretest and post- test. Pretest and post-test interview were also done on parent. It was a one group pretest intervention. In this study a person-by-person treatment approach was used as each child’s parent was followed up individually for example and advice was given to them on how they can show affection to their children when teaching them at home(baby you can make, high five, give me a hug just to name a few) In another sense, parents were not trained as a group, but individually at home.

All survey questionnaires and observations were entered into a pre-designed Epi Data Version 3.1 (Epi Data Association, Odense Denmark, 2008) database which had in-built consistency and validation checks. Further consistency, data range and validation checks were also performed in SPSS version 21.0 (IBM Inc., 2012) to identify invalid codes. The validated data base was then analyzed following statistical standards. Other validation tests included missing value analysis and reliability analysis to measure the internal consistency of responses.

The questionnaire was made of categorical variables and data were analyzed using counting techniques, namely frequency and proportions, while Multiple-Responses- Analysis was used to calculate the aggregate score for conceptual components (Nana, 2018).

**FINDINGS**

Findings are presented using statistical tables and charts, and their interpretation follows the objective

<table>
<thead>
<tr>
<th>Schools</th>
<th>Pupils M</th>
<th>Age</th>
<th>Class</th>
<th>Teachers M</th>
<th>Age</th>
<th>parent M</th>
<th>Age</th>
<th>No of parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divine Family Mutengene</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>24</td>
<td>1</td>
<td>26</td>
<td>1</td>
</tr>
<tr>
<td>GPS Dowm Beach Limbe</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>32</td>
<td>1</td>
<td>28</td>
<td>1</td>
</tr>
<tr>
<td>Ikolykasabo foundation</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>29</td>
<td>1</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>GS likoko Membea</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>35</td>
<td>1</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>Potters House</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>28</td>
<td>1</td>
<td>50</td>
<td>1</td>
</tr>
</tbody>
</table>

Research Question: Does Parental Affection towards Children Living with Dyslexia have an Impact on the Acquisition of Reading Competencies of Children with Dyslexia?

**Table 18: Pupils’ characterization of parents’ affection at pre-test**

<table>
<thead>
<tr>
<th>Items</th>
<th>Stretched</th>
<th>collapsed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
</tr>
<tr>
<td>My parents always respond to questions on my studies/homework</td>
<td>0.0%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(1)</td>
</tr>
<tr>
<td>My parents converse with me concerning my school experience</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(0)</td>
</tr>
<tr>
<td>My parents express deep affection when assisting out in my homework</td>
<td>0.0%</td>
<td>%040.0%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(2)</td>
</tr>
<tr>
<td>My parents hug me when I am going to or back from school.</td>
<td>0.0%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(0)</td>
</tr>
<tr>
<td>My parents prepare me for school</td>
<td>0%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(0)</td>
</tr>
<tr>
<td>My parents usually engage in playful and fun activities with me</td>
<td>0%</td>
<td>80.0%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(4)</td>
</tr>
<tr>
<td>MRS</td>
<td>0.0%</td>
<td>23.3%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(7)</td>
</tr>
</tbody>
</table>

Source: field work 2018/2019
At pretest, pupils with dyslexia were generally not satisfied with parental affection with weight of 76.7%. All of them perceived that their parents don’t converse with them concerning their school experience; that their parents don’t hug them when they are going to or coming back from school, and that their parents don’t prepare them for school.

They were followed by those that perceived that their parents don’t always respond to questions on their studies/homework with a proportion of 80% (4).

Those that stated that their parents don’t express deep affection when assisting out in their homework were 60% (3). They least perceived that their parents don’t usually engage them in playful and fun activities 20.0% (1).

From the above, it was realized that parents of pupils with dyslexia at pretest do not really show affection to their children for the simple fact that they do not know what dyslexia is all about and also, they do not have any idea on how to handle such situation. According to Uy (2015), affection simply means liking and if love is taken out from the word affection it then means another thing. From the view of this author, it really indicates that at pretest they were the absence of love from parents towards their dyslexic children, and this is seen through the various responses on the items on the questionnaire.

<table>
<thead>
<tr>
<th>Table 19: Pupils’ Characterization of Parents’ Affection at Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Items</strong></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>My parents always respond to questions on my studies/homework</td>
</tr>
<tr>
<td>(1)</td>
</tr>
<tr>
<td>My parents converse with me concerning my school experience</td>
</tr>
<tr>
<td>(2)</td>
</tr>
<tr>
<td>My parents express deep affection when assisting out in my homework</td>
</tr>
<tr>
<td>(2)</td>
</tr>
<tr>
<td>My parents hug me when I am going to or back from school</td>
</tr>
<tr>
<td>(0)</td>
</tr>
<tr>
<td>My parents prepare me for school</td>
</tr>
<tr>
<td>(0)</td>
</tr>
<tr>
<td>My parents usually engage in playful and fun activities with me</td>
</tr>
<tr>
<td>(0)</td>
</tr>
<tr>
<td>MRS</td>
</tr>
<tr>
<td>(5)</td>
</tr>
</tbody>
</table>

Source: field work 2018/2019

At posttest, pupils with dyslexia were generally satisfied with parental affection with weight of 73.3.

They mostly perceived that their parents prepare them for school as all of them agreed giving a percentage of 100.

This was followed by those that agreed that their parents always respond to questions on their studies/homework with proportion of 80.0% (4); having the same proportion with those perceiving that their parents converse with them concerning their school experience and those that perceived that their parents express deep affection when assisting out in their homework.

As for those that agreed that their parents hug them when they are going to or back from school, they made 60% (3).

They were the less satisfied with the fact that their parents usually engage them in playful and fun activities 40% (2). From the items on the questionnaire on affection, this indicates that parents’ busy schedules make them have little or no time to engage into playful activities with their dyslexic children, but all they concentrate on, is their work without really thinking about the state of their dyslexic children.

There was a great improvement on parental affection at the level of posttest as compared to the pretest. This is an indication that parents knew what dyslexia was all about and how to go about treating their dyslexic children after the advice and detailed explanations given to them by the researcher. Floyd and Morman (2002), sees affection as an emotional state that should be encourages at all levels in the society because it is a more valuable resource that is essential for survival and protection. He further depicts that affective communication helps dyslexic children to survive and attract others, because giving affection by parents and
receiving affection by dyslexic children is related to their better mental and physical health. In fact, dyslexic children who regularly receive affection, are advantaged in almost every way compared to those who receive little affection; they happier, more self-confident, less likely to be depressed, more likely to engage in social activity, and are always in better general mental health. This reduces failure in the children and financial wastage in the side of the parents.

Below is a bar chart indicating pre and posttest on pupils’ characterization of parental affection and their various percentages of “agree” and “disagree”.

![Bar Chart](chart.png)

**Figure 9: Pupils’ Characterization of Parents’ Affection Comparing between Pre-test and Post-test**

Source: field work 2018/2019

At pretest, the proportion of children that were satisfied with parental affection was 23.3%, and this proportion rose significantly to 73.3% at posttest (P<0.05).

**Table 20: Correlation between Parental Affection and Acquisition of Reading Competencies Based on Pupils’ Perceptions**

<table>
<thead>
<tr>
<th>Affection</th>
<th>Correlation Coefficient</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson</td>
<td>.745</td>
<td>.013</td>
</tr>
<tr>
<td>N</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

There was a very significant and positive correlation between parental affection and performance in reading of pupils with dyslexia (R=0.745; P=0.013). This therefore implies that the better the parental affection the more the likelihood for children with dyslexia to do well in reading.

**Parents’ perspectives**

**Table 21: Parents’ Characterization of Parents’ Affection at Pre-Test**

<table>
<thead>
<tr>
<th>Items</th>
<th>Stretched</th>
<th>Collapsed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
</tr>
<tr>
<td>I read to my child</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(0)</td>
</tr>
<tr>
<td>I always provide my child’s school needs</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(0)</td>
</tr>
<tr>
<td>I hug/pad on/embrace my child when he/she is going to school and when he/she comes back.</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(0)</td>
</tr>
<tr>
<td>I prepare my child for school properly</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(0)</td>
</tr>
<tr>
<td>I play with my child</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(0)</td>
</tr>
<tr>
<td>I visit shops and marketplaces with my child</td>
<td>0.0%</td>
<td>40.0%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(2)</td>
</tr>
<tr>
<td>MRS</td>
<td>0.0%</td>
<td>6.7%</td>
</tr>
<tr>
<td></td>
<td>(0)</td>
<td>(2)</td>
</tr>
</tbody>
</table>

(Source:) field work 2018/2019
Parents at pretest generally perceived that they were not providing the necessary affection to their children with dyslexia, with a percentage of 93.3%, and a frequency of 28. All of them agreed that they do not play with their children, giving a frequency of 5 and a percentage of 22. Moreover, 80% of the respondents were strongly for the fact that they hug/pad on/embrace their child when he/she is going to school and when he/she comes back, they do not prepare their children for school properly and, finally, that they do not play with their children, giving a frequency of 5 and a percentage of 40. A proportion of 60% (3) agreed that they do not visit shops and market places with their children while those that agree and strongly agree with the fact that they visit shops and market places with their children had a frequency of 2 and percentage of 40. Wendy (1997), talks about parent-child interactions. He emphasizes that lack of parental affection affects pupils schooling and motivation.

<table>
<thead>
<tr>
<th>Items</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>SA&amp;A</th>
<th>D&amp;SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I read to my child</td>
<td>60.0% (3)</td>
<td>40.0% (2)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>100% (5)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>I always provide my child’s school needs</td>
<td>100.0% (5)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>100% (5)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>I hug/pad on/embrace my child when he/she is going to school and when he/she comes back.</td>
<td>80.0% (4)</td>
<td>20.0% (1)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>100% (5)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>I prepare my child for school properly</td>
<td>80.0% (4)</td>
<td>20.0% (1)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>100% (5)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>I play with my child</td>
<td>80.0% (4)</td>
<td>20.0% (1)</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>100% (5)</td>
<td>0.0% (0)</td>
</tr>
<tr>
<td>I visit shops and marketplaces with my child</td>
<td>0.0% (0)</td>
<td>60.0% (3)</td>
<td>40.0% (2)</td>
<td>0.0% (0)</td>
<td>60% (3)</td>
<td>40% (2)</td>
</tr>
<tr>
<td>MRS</td>
<td>66.7% (20)</td>
<td>23.3% (7)</td>
<td>10.0% (3)</td>
<td>0.0% (0)</td>
<td>90.0% (27)</td>
<td>10.0% (3)</td>
</tr>
</tbody>
</table>

Source:) field work 2018/2019

At post-test, parents generally agreed that they provide affection to their children with a weight of 90.0%, while those that strongly disagree and disagree on the fact that they do not provide parental affection on their children with dyslexia, had a frequency of 3 and a percentage of 10. From Table 22, the item on the questionnaire which states “I read to my child”, the respondent who strongly agreed and agreed had a frequency of 3 and 2 and a percentage of 60 and 40 respectively. Those that were against and strongly against the fact that they do not read to their children had 0.0%, and frequency of 0. All of the respondents strongly agreed with the fact that they always provide their children school needs. When parents provide their dyslexic children’s school needs, this helps to facilitate teaching on the side of the teacher and learning on the side of the pupil. In such situations where they have their needs, they become motivated to learn more.

Moreover, 80% of the respondents were strongly for the fact that they hug/pad on/embrace their child when he or she is going to school and comes back from school, they prepare their child for school properly and play with their child. The item on the question “1 visit shops and market places with my child” had 60% (3) of agree and 40% (2) strongly disagree.

Figure 10: Parents’ characterization of their affection to their children with dyslexia comparing between pre-test and post-test

(Source: field work 2018/2019)
From figure 3 above, at pretest, the proportion of parents who was able to provide affection to their children was 6.7%, and this proportion rose significantly to 90.0% at posttest (P<0.05). This increase indicates that there is a great improvement on the side of the parents as far as love and care for their dyslexic children is concerned.

<table>
<thead>
<tr>
<th>Table 23: Correlation between Parental Affection and Acquisition of Reading Competencies Based on Parents’ Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson</td>
</tr>
<tr>
<td>N</td>
</tr>
</tbody>
</table>

From the above correlation table, we discovered that parental affection positively influenced the performance of pupils with dyslexia. This is based on the fact that p-value of 0.00 is less than 0.05, which is the alpha and the standard error margin. Alternatively, looking at the Pearson Rank Correlation Index of 0.911, which is a positive figure as it gets close to 1. The results reveal that the null hypothesis is rejected while the alternative hypothesis is accepted. We then conclude by saying that there is a positive significant relationship between parental affection and acquisition of reading competencies by children living with dyslexia. This therefore implies that the better the parental affection, the more the likelihood for children with dyslexia to do well in reading.

**Research hypothesis (Ho1): There Is no Significant Relationship between Parental Affection Towards Children with Dyslexia and the Acquisition of Reading Competencies.**

Findings for the research hypothesis revealed that parent affection positively influence performance in reading of pupils with dyslexia. As a result, the null hypothesis was rejected and the alternative upheld. Inference made led to the conclusion that there is a significant relationship between parental affection and acquisition of reading competencies in children living with dyslexia. Also, from the responses of the questionnaire, a good number of parents accepted that they show affection to their children in so many ways, such as reading to them, providing their needs, preparing them for school, playing with them, visiting shops with them, and hugging them.

Affection is an attitude, which parents of children with dyslexia must cultivate because it makes children with reading difficulties to feel encouraged by their parents. In the field, it was discovered that children with dyslexia who had a lot of affection from their parents such as hugging them, encouraging, conversing with them and spending more time listening to them, performed well in school than those children whose parents hardly give them attention. It was also realized that children who had affection from their parents were cheerful, enthusiastic, inquisitive, and were not ashamed to ask questions in the class. Meanwhile, children who never had affection from parents were sad and never had courage to practice reading in class, and were always the last in class. Following responses from the interview carried out with parents of dyslexic children, different responses explained that showing a child affection from parents plays a role in enhancing their acquisition of reading competences.

From the findings obtained, a good parent should demonstrate competencies in showing affection to children with dyslexia, such as read to them, provide their school needs, hug, pad and embrace them and play with them. This supports the view of Catsambis (2001) Englund, Luckner, Whaley & Egeland (2004), who depict that parental involvement characterizes parents’ values and attitudes regarding educational and aspirations they hold for their children. The findings above also revealed that a good number of parents accepted that they have positive attitudes towards their children with reading difficulties. This makes greater meaning as their children performed well during their test.

These findings are in conformity with Allen (2015), who opines that for children with dyslexia to acquire reading competencies, they must be generally drawn by affection from the parents. Uy (2015), added by saying that affection is love from parents. This study is also in conformity with Levanda (2011), who depicts that parental involvement includes a wide variety of actions parents take for the benefit of children’s academic success. This is also in conformity with the April 13 2010 Law on the protection and welfare of persons with disabilities (dyslexia children) in Cameroon which encourage parent of children with exceptionalities to change their attitude towards their children with disabilities. The 1986 Law on No Child Left Behind is again in line with this study as children with dyslexia deserve a lot of affection from parent.
the same way children without disabilities do. The findings are in conformity with the 2010 law on the protection and welfare of persons with exceptionalities in Cameroon. This law put in place encourages parents with exceptionalities to change their attitude toward their children with exceptionalities.

Vygotsky’s guided learning theory is also critical to this study. He believed that the influence of social and cultural factors on development and learning are abundant. Human beings are surrounded by family members, and are impacted by culture in which they live (Rieber & Robinson 2004). This is apparent in his discussion of the Zone of Proximal Development (ZPD). He defines the ZPD as ‘the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978). The focus on ZPD is not only on the transfer of knowledge, but on the collaborative use of intercessional means but to create environments that allow learning to take place. The position of a parent is not just to give birth to a child, but also to create relationship with the child that makes the child to feel free receiving instruction from the parent in all life situations, especially concerning acquiring knowledge in school. The capacity of an effective parent becomes critically important to the construction of knowledge of pupils. One such capacity is affection. If the parent can show affection effectively, then he or she can assist the child in achieving his or her potential development. Effective affection will enable a parent to develop affective attitudes, which will encourage a child with learning difficulties, such as reading to develop likeness in reading.

Bronfenbrenner’s theory of ecological system also ties with this finding. The different systems affect each other. At the level of the family, children with dyslexia must be accepted, then the neighbor, the school and other institutions in the society. Parent of children must have jobs where they can raise money to take care of these children, and also good morals both at home and at work places.

This theory holds with our research topic, which states; “Parental involvement in the acquisition of reading competencies by children living with dyslexia”. It stipulated that as parent of children living with dyslexia, they must assist these children at home by accepting them and showing them, affection before the neighbor and the general society can do same. This follows a saying that “charity begins at home”.

Again, parents of dyslexic children are call upon to have good jobs which will in turn end them money so that they can take good care of their child, because without a job these children will have no basic learning materials. Furthermore, parents are called up to have good relationship in their job side because this affect their children at home indirectly as they carry out transfer aggression on their children, if not well treated at their job side.

In summary, parental affection towards acquisition of reading competencies by children living with dyslexia includes characteristics such as reading to child. Providing child’s school needs, hugging and embracing the child to and from school, preparing the child for school, and playing with the child. These listed qualities emanated from parent affection with it impact on children acquisition of reading competencies. The above is in line with Meyen (1996), who depicted that children needed supported services provided by parents so that they can participate in instructional programmes. Based on Bronfenbrenner’s theory, the different systems affect one another: at the level of the family, children with dyslexia must be accepted, then the neighbor, the school and other institutions in the society. Parents of children must have jobs where they raise money to take care of these children, and also good morals both at home and at work places.

This theory holds with our research topic, which states; “Parental involvement in the acquisition of reading competencies by children living with dyslexia”. It stipulated that as parent of children living with dyslexia, they must assist these children at home by accepting them and showing them, affection before the neighbors and the general society can do same. This follows a saying “that charity begins at home”.

Again, parents of dyslexic children are call upon to have good jobs, which will in turn end them money so that they can take good care of their children, because with a job, these children will have basic learning materials. Furthermore, parents are called up on to have good relationship in their job side, because this affects their children at home indirectly as they carry out transferred aggression on their children, if not well treated at their job side.

Breunner also emphasizes the interaction between caregivers. Good interaction between parents and pupils will enhance their acquisition of reading competencies while poor interaction will affect them negatively.
Based on Bronfenbrenner’s theory the different systems affect one another, at the level of the family, children with dyslexia must be accepted, then the neighbor, the school and other institutions in the society. Parents of children must have jobs where they raise money to take care of these children, and also good morals both at home and at work places.

This theory holds with our research topic which states; Parental involvement in the acquisition of reading competencies by children living with dyslexia. It stipulated that as parents of children living with dyslexia, they must assist these children at home by accepting them, and showing them affection before the neighbor and then the general society can do same. This follows a saying that “charity begins at home”.

Again, parents of dyslexic children are called upon to have good jobs which will in turn end them money so that they can take good care of their child, because with a job these children will have not basic learning materials. Furthermore, parents are called up to have good relationship in their job side because this affect their children at home indirectly as they carry out transfer aggression on their children, if not well treated at their job side.

Brunner also emphasizes the interaction between the caregivers. Good interaction between parent and pupils will enhance their acquisition of reading competencies while poor interaction with affect them negatively.

Conclusion

In conclusion parent teachers cooperation which employ the relationship that parents have with the teachers of their children such as teachers phone numbers, attending P.T.A meetings, communicating with teachers to know the progress of the child in school, visiting the child’s school, talking to the child about what he or she learn in school, helping the child with homework and helping the child at home with difficult subjects shows a significant and positive correlation between parental cooperation with teachers and performance in reading of pupils with dyslexia. This therefore implies that the more parents cooperate with teachers, the more the likelihood for children with dyslexia to do well in reading. The above is in line with Harris and Goodall (2007) that they are many ways in which a school can use in building partnership with the stakeholders and must recognize differences in family orientation and needs.

Suryani (2012) conducted a study aimed at describing the implementation of effective communication and Audio Lingual Methods in teaching English at the fourth year of SDN Bedoro 2 Sambungmacan Sragen. The objectives of this research paper was to describe: (1) the implementation of Audio Lingual Method in teaching English especially at the fourth year of SDN Bedoro 2 Sambungmacan Sragen, (2) the problems faced by the teacher and the solution in teaching English using Audio Lingual Method. The type of this research was descriptive qualitative research. The subject of this research was English teacher and the fourthgrade students of SDN Bedoro 2 Sambungmacan. The object of this research was teaching-learning process of English by using Audio Lingual and effective communication methods. The research used descriptive method as method of collecting data in this study by employing observation, interview, and document. The researcher got the data of this research from field note, observation, and interview. The result of the analysis showed that the goals of teaching English by using Audio Lingual and effective communication methods were that the students were more active in the word and sentences repetition drilling. This researcher employed purely a qualitative approach and there is need to confirm or disconfirm the results using quantitative approach. Also, the researcher dwelled more on teachers teaching and failed to include parental involvement in the teaching and learning process of reading acquisition.

Recommendations

Based on the findings of this study, the following recommendations were made to enhance acquisition of reading skills in children living with dyslexia.

With respect to the general objective of the study, the government together with its ministry of basic education and curriculum planners of school activities should include parent involvement in the activities of the school such as involving them in decision making and asking their opinions indecisions that concerns their dyslexic children. This will reduce the work load of the teachers since parents spent the highest time with the children and so know them more than the teachers do and can best help them. Also, Support units for parents should be opened in all regions so as to support their involvement in the education of their children.

Furthermore, on affection, for the government to triumph over difficulties in the classroom, it should open up teachers’ training colleges in all regions which will train special educators on how to handle special need children in the classroom (especially dyslexic children). The government should put in place affection as one of the pedagogic tools for teaching in the classroom as this will enhance reading competencies of dyslexic children in schools. Also, they should endeavor to provide teachers and schools with all the didactic materials that is needed in the class. Again, they should also encourage special educators in schools with
high incentives and pay packages so that they can pay more attention and give more patience to the children with special needs in the classroom since these special needs more patience and attention. Moreover, the government should include compulsory activities such as parent teaching volunteering in school curriculums in order to make parents cooperate with teachers to educate their children with special needs. The importance of special educators cooperating with the parents of the special need children they teach should be emphasized in the training colleges for special educators and they should also be thought teaching strategies which will involve parents and make parents cooperate with them. The Cameroon Government policies concerning persons with exceptionalities in Cameroon should be revisited so as to include parental involvement in the activities concerning children with disabilities in school. Special educators train from Universities should be employ together with the regular teachers in schools, as the special educator will take care of the special need pupil in the classroom. Again laws put in place concerning persons with exceptionality are made neglecting the part of parent toward their children with disabilities, a law should be put in place to make sure that these parent participate in their children education.

NGOs should organize campaigns to sensitize the parents and teachers on what special needs is all about and how affection from parents and teachers is important to special need children. Teachers should also be thought how to encourage parents to involve in their children’s education by showing them affection. This is because experience shows that affection from parents and teachers reduces stress from children and cause them to learn without stress. Parents should show love and care to their children with dyslexia as it will encourage them to read. More so, they should cultivate the attitude of cooperating with the school teacher so as to know the progress in their child in school. Parents are encouraged to show affection to their children in all levels of education since affection boosts the self-esteem of their children and increases the children’s willingness to learn.

In the light of parental provision, NGO’s should assist in providing Didactic facilities to schools and children with special needs. They can also provide scholarships to dyslexic children who perform well in order to encourage other dyslexic children. The government and the stakeholder should provide necessary support to assist parents with education of their children in school especially to those parents with dyslexic children since it courses dearly to train such children. This will reduce the rate of dropout of school and rate of criminal act in the society. Parents should provide the basic needs of their children at all levels since these materials help the children to learn and enhances the acquisition of reading skills by special needs children. Parents should also provide these children with constant hands-on materials to practice with.

As far as parent teacher’s cooperation is concerned, NGO’s should create workshops involving parents, teachers and special need children aimed at creating strong cooperative bonds between parents and teachers, teachers and dyslexic children, and parents and their dyslexic children. The school administrators should work in collaboration with the teachers and parents of pupils especially those with special needs, by providing classrooms telephone to class teachers so that they can easily communicate with the parents in case of issues of verification in the school. This will also enhance easy cooperation between teachers and parents. Furthermore, during admission of children into schools, the head teacher should make it clear to parents that they need to cooperate with the school to educate their children. As such, feed backs on the progress of the child are needed from school and from home (parents).

Equally, based on the above objective parent’s cooperation should be encouraged in schools especially between parents and teachers of dyslexic children because from the study it shows that parents teachers relationship had the lowest percentage of 0.716%. Teachers in all classrooms should try to teach with consideration considering the existence of diversified learners and with the advent of inclusive education for all, they must see into it that children with disabilities in the classrooms also learn. Also, teachers should also develop the attitude of patience towards these dyslexic children and not considering them as slow learners or dull.

A similar study could be carried out in another region of Cameroon. Another study could be carried out only on pilot schools in other to see how inclusive education can be effective in Cameroon. Conclusively, research should also be carried out to investigate other areas such as writing, and spelling that can help children with reading difficulties to acquire reading competencies

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