

## PARENTAL AFFECTION AS A CORRELATE OF DYSLEXIC CHILDREN'S ACQUISITION OF READING COMPETENCIES IN CAMEROON

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### Abstract

*The general situation of parental affection in the acquisition of reading competencies of children living with dyslexia is still rated as poor and such poor rates are usually reflected on the poor performance of dyslexic children in schools in the South West Region of Cameroon specifically in Fako Division. This study investigates the relationship between parental affection and the acquisition of reading competencies among dyslexic children in Cameroon. Specifically, the paper sought to examine the level of parental affection received by dyslexic children, and to assess the reading competencies of dyslexic children in Cameroon. The investigation was anchored two theoretical frameworks: parental involvement theory by Joyce Stein (1987-1991) and the ecological systems theory by Bronfenbrenner (1979). 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., we surveyed. Our results show that parental affection, characterized by warmth, support, and encouragement, is significantly correlated with dyslexic children's reading competencies. Specifically, children who received high levels of parental affection demonstrated better phonological awareness, decoding skills, and reading comprehension. The qualitative findings further reveal that parents' emotional support and involvement in their children's reading activities fostered a positive reading attitude and motivation, thereby enhancing their reading competencies. The study highlights the critical role of parental affection in supporting dyslexic children's reading development and emphasizes the need for educators and policymakers to promote parent-child reading interactions and provide resources for parents to support their children's reading needs.*

**Keywords:** *dyslexia, parental affection, reading competencies, Cameroon, parent-child reading interactions.*

DOI:-10.5281/zenodo.15601413

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## Introduction

Dyslexia, a neurodevelopment disorder characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities, affects millions of children worldwide, including those in Cameroon (International Dyslexia Association, 2020). Despite its prevalence, dyslexia remain a significant challenge for educators, policymakers, and parents in Cameroon, where limited resources and inadequate support systems exacerbate the difficulties faced by dyslexic children (Mbanefo, 2015). Research has shown that dyslexic children require specialized instruction and support to acquire reading competencies, which are essential for academic success and lifelong learning (Kilpatrick, 2015).

Parental involvement and affection have been widely recognized as crucial factors in children's academic achievement and social-emotional development (Henderson & Mapp, 2002). However, the specific relationship between parental affection and dyslexic children's acquisition of reading competencies remains understudied, particularly in the Cameroonian context. This study aims to investigate the correlation between parental affection and dyslexic children's reading competencies in Cameroon, with a view to informing evidence-based interventions and support systems for dyslexic children and their families.

## Conceptualising 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 be 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 cures 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 to 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.

### **Parental Affection and Acquisition of Reading Competencies by Children Living with Dyslexia.**

Leslie and Allen (1999), conducted a study on the affective effectiveness of an early literacy intervention for at-risk children in grades 1-4. The intervention included small-group literacy instruction after school, and parents' involvement through reading events and reading to children at home. The time spent on reading connected text was found to be strongly associated with reading growth. This included independent reading at school and home. Recreational reading was found to be positively associated with reading gains as it helped increase pupil's motivation to read. Parental involvement in supporting home reading of children had a positive impact on reading growth. An assessment based on rigorously designed small group tutoring strategy works effectively in improving reading levels.

The empirical review provided the researcher with knowledge on parental involvement activities that will positively impact the reading ability of children at risk (which could be dyslexic children). The study emphasized the positive effectiveness of parental involvement via home reading on the reading competencies of children at risk. The study presented very good findings but failed to state where the study was carried out, and the methodology of the study. The researcher is willing to fill this gap by conducting similar research in the South West Region of Cameroon, using the Quasi-Experimental

research design.

A substantial body of research also provides compelling evidence that giving and receiving affection is associated with better physical link between affection and bodily changes. When people give or receive affection, adrenal hormones associated with stress tended to decrease, while oxytocin (a hormone associated with positive moods and behavior tend to increase (Floyd 2008) This piece of writing is of great relevance to this study as these studies were carried out in different countries and not in Cameroon. Carrying out research of this magnitude with affection as one of the variables means filling that gap in Cameroon.

Salim and Yeari (2012) conducted research in Haifa-Israel on parent's attitudes and behavior, the learning environment, and their influence on children's early reading achievement. The population of the study was fifty first grade pupils and their parents, measuring the variables with the help of questionnaires, interviews, observation and reading tests. The findings suggested that parents' supportive attitudes had a significant positive influence on the reading performance of their children in first grade. It was concluded that attitudes are partially mediated by parent's behavior in a supportive learning environment. This study was conducted adequately but the researcher is willing to conduct this same research in a different environment with different people having different social and cultural values.

This empirical review was relevant to the present research in the sense that it informed the researcher of the different parents' attitudes and behavior that can influence the child's acquisition of reading competencies. The theory brought out the fact that parent's supportive attitude has a significant positive influence on the reading performance of their first-grade children. But this study was carried out in Haifa-Israel, so the researcher plans to fill the gap by conducting a similar study in the South West Region of Cameroon. Also, the study was carried out on fifty normal first grade pupils, so the researcher plans to fill the gap by conducting a similar study on dyslexic children.

Screen (2011) conducted a similar study on the effect of Child-Parent and Child-Teacher Attachment relationships (affection) on academic performance. The sample comprised 158 Australian children (74 males and 84 females) aged 10 years to 12, attending Grades 4 to 6 in State primary schools within the Melbourne Metropolitan Region of Victoria. Participants completed a battery of assessments measuring: verbal intelligence, language ability, child-parent attachment, child-teacher attachment, and academic performance. Two major research questions were explored: 1) the influence of Child-Parent and Child-Teacher Attachment relationships on Reading, Spelling, and Math Performance; and Children's Relationships and Academic Performance 2) the moderating effects of Child-Teacher Attachment on academic performance for children with low Child-Parent Attachment. Results indicated that Language Ability was a strong predictor in all academic areas. Age was a predictor in relation to Reading and Math Performance, and Verbal Intelligence also accounted for unique variance in relation to Reading and Math Performance. After controlling for these variables, Child-Parent Attachment and Child-Teacher Attachment did not significantly influence any of the academic performance areas. Findings were reviewed in relation to past research, and implications for future research are discussed.

This empirical review is relevant to the study because it brings out the effects of child-parent and child-teacher affection on academic performance. This study was adequately conducted but child-parent and child-teacher attachment did not significantly affect academic performance, so the researcher is willing to carry out similar research on dyslexic children. Furthermore, the research was carried out in Australia. The researcher plans to fill the gap by conducting similar research in the South West Region of Cameroon with children different social and cultural values.

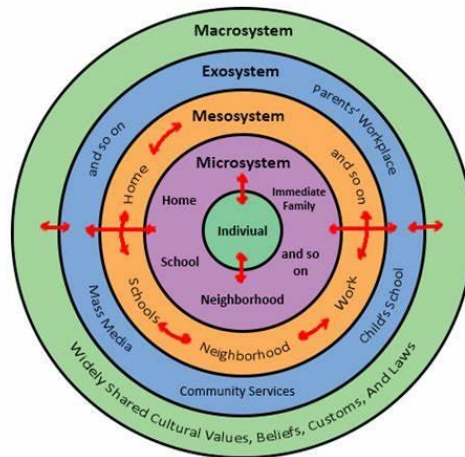
Karande and Kuril (2011) in Mumbai, India, conducted a research to document the parenting practices of parents having a child with dyslexia, and analyzed their impact on parent-child relationships. Cross-sectional questionnaire-based studies in a clinic from May 2007 to January 2008, 150 parents (either mother or father) of children consecutively diagnosed as having dyslexia were enrolled. Parenting practices and parent-child relationships were measured by the Alabama Parenting Questionnaire-Parent Form (APQ-PF) and the Parent Child Relationship Questionnaire (PCRQ), respectively. Pearson Correlation Coefficients between subscales of APQ-PF and PCRQ were computed. Multiple regression analysis was carried out for statistical significance of the clinical and demographic variables. Results:

Parents who were: (i) "involved" in parenting had a good "personal relationship and disciplinary warmth," (ii) practicing "positive parenting" had good "warmth, personal relationship and disciplinary warmth," (iii) "poorly supervising" their child's activities lacked "warmth and personal relationship," (iv) practicing "inconsistent discipline" had a higher "power assertion" and (v) practicing "corporal punishment" lacked "warmth" and had a higher "power assertion and possessiveness" in their relationships with their child. Parent being poorly educated or currently ill and child having all three types of dyslexia present concomitantly or a sibling with a chronic disability or being in class standard IX to XI were variables that independently predicted a poor parenting or parent-child relationship subscale score.

This empirical review broadens our knowledge of the parenting practices of parents of children with dyslexia. The study brought out the parenting practices that need to be encouraged and the ones that need to be excluded in order to help their children with dyslexia. But this study was carried out to help in the rehabilitation of children with dyslexia. The researcher is going to carry out a similar study to show that these parenting practices will help in the acquisition of reading competencies of children with dyslexia. Also, the researcher is willing to fill the gap by conducting a similar study to show that parental affection, provision, protection and cooperation are good parenting practices that need to be encouraged to improve parent-child relationship thereby helping to rehabilitate children with dyslexia.

**THEORETICAL FRAMEWORK**

**The Ecological Systems Theory by Bronfenbrenner (1979)**



**Figure 1: The Ecological Systems Theory by Bronfenbrenner (1979)**

Source: Cormac404.wordpress.com (2019).

The Ecological Systems Theory has an implication on parents' involvement in the acquisition of reading competencies by children living with dyslexia both at home and in the schools. According to this theory, the development of children is affected not only by factors within the child, but also by their family and surrounding world such as, Social, political, biological, and economic conditions (Bronfenbrenner, 1986). The Ecology of Human Development described ecology as the settings and institutions that impact humans with knowledge as they grow. The ecological environment is pictured as a nested arrangement of concentric structures, with each of these structures contained within the next: the micro-, mesoexo-, and macrosystems (Bronfenbrenner, 1979). This theoretical approach focuses on the developing child's interactions with people, objects, and symbols in "proximal processes" across multiple settings, contexts, and environments (Prior & Gerard, 2007). "A microsystem is a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics" (Bronfenbrenner, 1979,). This is the layer that affects the child most closely (Gestwicki, 2007). Family, school, teachers, peers, child health services, and the neighborhood are some of the main settings and institutions that he mentioned in his definition. Children experience a reciprocal face-to-face relationship with these immediate surroundings. These institutions within the microsystem also interact with, and influence each other. For example, school affects neighborhood and neighborhood affects the family members of the child.

The exosystem consists of one or more settings that do not involve the child as an active participant. Extended family members, parents' workplaces, local school board, and the media are considered as some of the settings and institutions in the exosystem. These elements indirectly influence the child. For example, if extended family members support the parent psychologically and financially, this parent tends to have a more positive attitude at home.

The mesosystem connects the microsystem and exosystem. This system includes the interrelations among two or more settings in which the child is an active participant. For example, the relations among school, home, and neighborhood comprise the mesosystem. The development of a child is enhanced when the linkages among components of this system are strong and positive (Prior & Gerard, 2007), for instance good cooperation between teachers and parents. Once family members reject a child, because of his or her disability, the parents turn to give it back to the child.

Another layer is called the macrosystem, which refers to consistencies "in the form and content of lower-order systems (micro-, meso-, and exo-) that exist at the level of the subculture or the culture as a whole" (Bronfenbrenner, 1979). This system includes attitudes and ideologies of the culture such as laws, morals, values, customs, and worldviews. Although these elements of the culture are not readily part of children's immediate world, they can be very prominent in their development. For example, family values in Turkish society certainly affect childrearing practices, which have a direct impact on children's development in that culture.

Moreover, Bronfenbrenner inserts another system known as the chronosystem. This system refers to change or consistency over time in the life of a person. For example, changes in family structure overtime, such as its demographic characteristics, which also were taken into account in this study, have effects on a child's development. Based on Bronfenbrenner's theory, 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. Parents of children must have jobs where they raise money to take care of these children and also good moral 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 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 children, because with a job, these children will have enough basic learning materials. Furthermore, parents are called up to have good relationship in their job side because this affects 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 parents and pupils will enhance their acquisition of reading competencies while poor interaction with affect them negatively.

In conclusion, based on Bronfenbrenner's theory, one can easily argue that dyslexic children's school experience is not just made up of interactions between them and the school or teacher. It also includes a broader system involving parental affection, provision (of basic needs) and cooperation (between teachers, parents and pupils). As a result, understanding the influences of a child's environment provides theoretical support for the idea of parental involvement in dyslexic children's acquisition of reading skills.

### **Parental Involvement Theory by Joyce Estein (1987-1991)**

Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. "There are many reasons for developing school, family, and community partnerships," she writes. "The main reason to create such partnerships is to help all youngsters succeed in school and in later life." The information below defines the six types of involvement framework and lists sample practices or activities to describe the involvement more fully. Her work also describes the challenges

inherent in fostering each type of parent involvement as well as the expected results of implementing them for pupils, parents, and teachers.

### **Epstein's 6 Types of Involvement Framework and Sample Practices**

**Parenting:** One type of the involvement framework is helping all families establish home environments to support children as pupils, parent education and other courses or training for parents (e.g., GED, college credit, family literacy). Family support programs to assist families with health, nutrition, and other services and home visits at transition points to pre-school, elementary, middle, and high school are also types of sample practices.

**Communicating:** Communication types involve designing effective forms of school-to-home and home-to-school communication about school programs and children's progress. Communicating with every parent at least once a year. Language translators to assist families as needed. Regular schedule of useful notices, memos, phone calls, newsletters, and other forms of communication are also typing and practices.

**Volunteering:** It involves recruiting and organize parent help and support, School and classroom volunteer program to help teachers, administrators, students, and other parents and parent room or family center for volunteer work, meetings, resources for families. It also includes annual postcard survey to identify all available talents, times, and location of volunteers.

**Learning at Home:** This provides information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. It also provides information for families on skills required for students in all subjects at each grade, information on homework policies and how to monitor and discuss schoolwork at home. Family participation in setting student goals each year and in planning for college or work.

**Decision Making:** Decision making talks about including parents in school decisions making, developing parents' leaders and representatives. It calls for active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation, independent advocacy groups to lobby and work for school reform and improvement. It also involves Networks to link all families with parent representatives.

**Collaborating with the Community:** This process involves identifying and integrating resources and services from the community to strengthen school programs, family practices, and pupil learning and development and information for pupils and families on community health, cultural, recreational, social support, and other programs or services. Other types and practices by Estiens are information on community activities that link to learning skills and talents, including summer programs for students and Service to the community by pupils, families, and schools (e.g. recycling, art, music, drama, and other activities for seniors or others). This theory is in conformity with the third objective of the study which is parental cooperation with the school teacher. It highlights all the different ways of involvement which can help in the education of children especially those with dyslexia.

### **Reading theory by Harmer (2007)**

For pupils who are learning English as a SL/FL context, reading is the most crucial skill to master due to several reasons. According to Harmer (2007), reading is crucial because of two main reasons: first, it is beneficial to the pupil's personal life. Reading English texts may have a positive impact on pupil's further studies, and carries it, may or simply play the role of joyful reading. It is beneficial to their language acquisition for reading as it improves pupils writing abilities, spelling and vocabulary knowledge. Realizing how crucial reading is for our pupils, we can see the great importance of developing their reading abilities.

So far there are three main theories which explain the nature of learning to read. First, the traditional theory or the bottom-up processing, which focuses on the printed form of a text. (2) the cognitive view or top-down processing which enhances the role of background knowledge in addition to what appear on printed page. (3) the meta cognitive view, which is based on the control and manipulation that a reader can have on the act of comprehending a text, thereby emphasizing the involvement of the reader's

thinking about what he is doing while reading. For the purpose of this study, only the traditional bottom up theory will be examined.

The traditional bottom-up approach to reading was influenced by the behaviorist psychology of the 1950s, which claimed learning was based upon “habit formation brought about by the repeated association of stimulus with response” and language. Learning was characterized as a response system that humans acquire through automatic conditioning processes where some patterns of language are reinforced (rewarded) and others are not “and only those patterns that are reinforced by the community of language users will persist” (Omaggio, 1993). Behaviorism became the basis of audio-lingual method, which sought to form second language “habits” through drilling, repetition, and error correction.

Today the main method associated with the bottom-up approach to reading is known as phonics, which requires the learner to match letters with sounds in a defined sequence. According to this view, reading is a linear process by which readers decode a text word by word, linking the words into phrases and then sentences (Gray and Rogers, cited in Kucer 1987). According to Samuels and Kami (1988), the emphasis on behaviorism treated reading as word-recognition response to the stimuli of the printed words where little attempt was made to explain what went on within processes in the mind that allowed the human to make sense of the printed page. In other words, textual comprehension involves adding the meanings of words to get the meaning of the clauses (Anderson, 1994). These lower level skills are connected to the visual stimulus of print, and are consequently concerned with recognizing and recalling.

Like audio-lingual teaching methods, phonics emphasizes on repetition and drills using the second sound that make up words. Information is received and processed beginning with smallest sound units, and proceeding to letter blends, words, phrases, and sentences. Thus, a novice reader or those with reading difficulties in reading, acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability. Having mastered these skills, readers are viewed as experts who comprehend what they read.

The above theory is of great significance to this study as it highlights the teaching method which teachers or parents could use in teaching children with reading difficulties both in school and at home. The fact that the theory emphasizes teaching from simple to complex means that the theory should be recommended for teachers to use it in the classrooms, and at home by parents.

### **Statement of the Problem**

Dyslexic children in Cameroon and South West Region in particular face significant challenges in acquiring reading competencies, which are essential for academic success and lifelong learning. Despite the critical role of parental involvement in children's academic achievement, there is a dearth of research on the specific relationship between parental affection and dyslexic children's reading development in the South West Region context. The limited availability of specialized resources and support services for dyslexic children in Cameroon exacerbates the difficulties faced by these children, leading to increased frustration, low self-esteem, and diminished academic motivation.

Furthermore, the cultural and societal expectations placed on parents in the South West Region to prioritize discipline and academic achievement over emotional support and affection may further compromise the parental affection that dyslexic children receive. As a result, dyslexic children in Cameroon may be at risk of falling behind their peers in reading competencies, with long-term consequences for their academic and career prospects.

This study seeks to address this knowledge gap by investigating the relationship between parental affection and dyslexic children's acquisition of reading competencies in Cameroon, with a view to informing evidence-based interventions and support systems for dyslexic children and their families.

## Objectives

- 1) To examine the level of parental affection received by dyslexic children in the South West Region of Cameroon.
- 2) To assess the reading competencies of dyslexic children in the South West Region of Cameroon.

## RESEARCH METHODOLOGY

### Research Design

To enable the reader, have a broad knowledge of the concept under investigation. To compare the responses from the two correspondences. 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 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 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 Bonnierry (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.

**Table 1: Sample Size and Distribution of Sample Limbe Municipality, Fako Division**

S\N	School type	Name of school	Class	Population	Sample size
1	Government	GPS down beach	Four	28	1
			Five	23	0
2	Confessional	Presbyterian Primary School Limbe	Four	50	0
			Five	54	0
3	Lay Private	Ibolykaszabo Foundation	Four	40	1
			Five	45	0
<b>Total</b>				<b>240</b>	<b>2</b>

**Table 2: How the Sample Size of Teachers was Selected in Limbe Municipality**

S\N	School type	Name of school	class	Number of teachers	Sample size
1	Government	GPS Down beach	Four	2	1
			Five	0	0
2	Confessional	Presbyterian Primary school, Limbe	Four	0	0
			Five	0	0
3	Lay Private	Ibolykaszabo Foundation	Four	0	0
			Five	1	1
<b>Total</b>				<b>3</b>	<b>2</b>

**Table 3: How the Sample Size of Parents was Selected in Limbe Municipality**

S\N	School type	Name of school	class	Sample size
1	Government	GPS Down beach	Four	1
			Five	0
2	Confessional	Presbyterian Primary school, Limbe	Four	0
			Five	0
3	Lay Private	Ibolykaszabo Foundation	Four	0
			Five	1
<b>Total</b>				<b>2</b>

**Table 4: Sample of Schools and Population in the Buea Municipality, Fako Division**

S\N	School type	Name of school	Class	Population	Sample Size
1	Government	GS LikokoMembea	Four	60	0
			Five	50	1
2	Confessional	Catholic school molyko	Four	70	0
			Five	60	0
3	Lay Private	Potter’s house	Four	25	0
			Five	23	1
<b>Total</b>				<b>288</b>	<b>2</b>

**Research Instruments**

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.

**Questionnaire for Pupils:** Structural or fixed responses to questions were used and read for pupils with dyslexia to tick the correct answer. A question was asked and a number of response options were supplied. From these, the pupils were expected to pick anyone that suites the response, for example tick (√) in the box appropriate to your response to the following questions.

**Interview Guide for Teachers:** This was on how they have been helping children and, given that they have known the problem, what they have to do to help them. Fixed responses to questions were used for pupils. A question was asked and a number of response options were supplied. From these, the pupil was expected to pick anyone that suited the response, for example tick (√) in the box appropriate to your response to the following questions. Each objective had seven or more items drawn using Likert Scale. The questionnaire was divided into five sections labeled from A to F. Section A was based on demographic detail of the respondents, and the other five sections were contained on the four specific objectives of the study.

**Interview for Parents:** An interview guide was designed and used to interview parents so as to elicit more information concerning the problem under study.

**RESULTS**

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

**Table 5: Pupils’ characterization of parents’ affection at pre-test**

Items	Stretched				Collapsed	
	SA	A	D	SD	SA & A	D & SD
My parents always respond to questions on my studies/homework	0.0% (0)	20% (1)	0.0% (0)	80% (4)	20% (1)	80% (4)
My parents converse with me concerning my school experience	0.0% (0)	0.0% (0)	0.0% (0)	100% (5)	0.0% (0)	100% (5)

My parents express deep affection when assisting out in my homework	0.0% (0)	40.0% (2)	0% (0)	60.0% (3)	40% (2)	60% (3)
My parents hug me when I am going to or back from school.	0.0% (0)	0% (0)	0% (0)	100.0% (5)	0.0% (0)	100.0% (5)
My parents prepare me for school	0% (0)	0.0% (0)	0.0% (0)	100.0% (5)	0.0% (0)	100.0% (5)
My parents usually engage in playful and fun activities with me	0% (0)	80.0% (4)	0% (0)	20.0% (1)	80.00% (4)	20.0% (1)
MRS	0.0% (0)	23.3% (7)	0.0% (0)	76.7% (23)	23.3% (7)	76.7% (23)

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 6: Pupils' Characterization of Parents' Affection at Post-Test**

Items	SA	A	D	SD	SA & A	D & SD
My parents always respond to questions on my studies/homework	20.0% (1)	60.0% (3)	20.0% (1)	0.0% (0)	80% (4)	20% (1)
My parents converse with me concerning my school experience	40.0% (2)	40.0% (2)	20.0% (1)	0.0% (0)	80% (4)	20% (1)
My parents express deep affection when assisting out in my homework	40.0% (2)	40.0% (2)	20.0% (1)	0.0% (0)	80% (4)	20% (1)
My parents hug me when I am going to or back from school.	0.0% (0)	60.0% (3)	40% (2)	0.0% (0)	60% (3)	40% (2)
My parents prepare me for school	0.0% (0)	100.0% (5)	0.0% (0)	0.0% (0)	100% (5)	0.0% (0)
My parents usually engage in playful and fun activities with me	0.0% (0)	40.0% (2)	60% (3)	0.0% (0)	40% (2)	60% (3)
MRS	16.7% (5)	56.7% (17)	23.3% (8)	0.0% (0)	73.3% (22)	26.7% (8)

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).

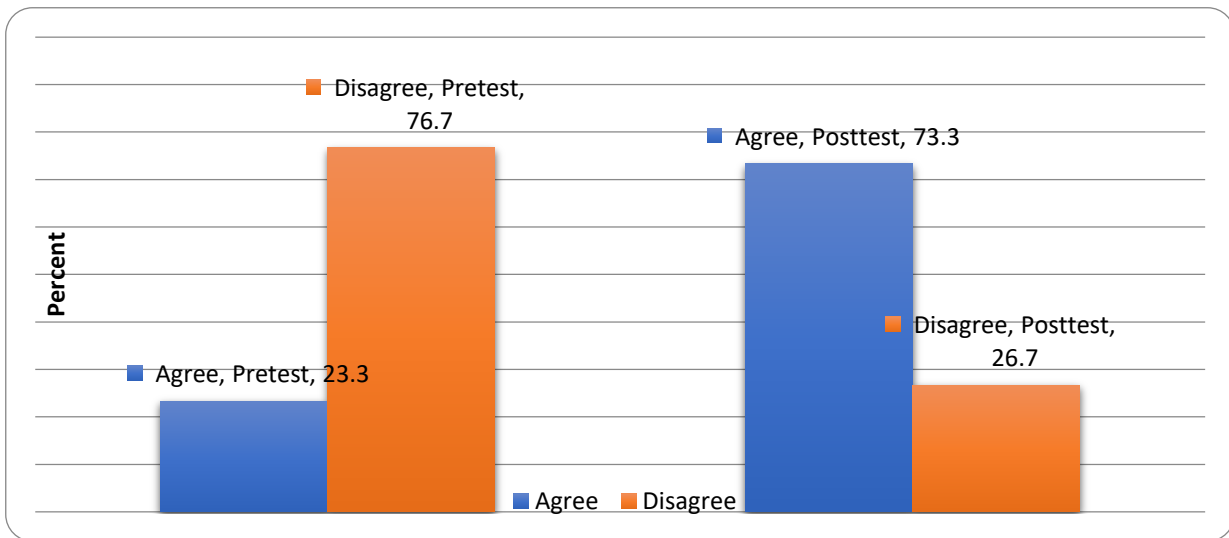
They were the less satisfied with the fact that their parents usually engage them in playful and fun

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 are 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”.



**Figure 2: Pupils’ Characterization of Parents’ Affection Comparing between Pre-test and Post-test**

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

		Performance In Reading	
Pearson	Affection	Correlation Coefficient	.745*
		Sig. (2-tailed)	.013
		N	10

\*. Correlation is significant at the 0.05 level (2-tailed).

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 8: Parents’ Characterization of Parents’ Affection at Pre-Test**

Items	Stretched				Collapsed	
	SA	A	D	SD	SA & A	D & SD
I read to my child	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (5)	0.0% (0)	100% (5)
I always provide my child’s school needs	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (0)	0.0% (0)	100% (5)
I hug/pad on/embrace my child when he /she is going to school and when he/she comes back.	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (5)	0.0% (0)	100% (5)
I prepare my child for school properly	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (5)	0.0% (0)	100% (5)
I play with my child	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (5)	0.0% (0)	100% (5)
I visit shops and marketplaces with my child	0.0% (0)	40.0% (2)	60.0% (3)	0.0% (0)	40% (2)	60% (3)
MRS	0.0% (0)	6.7% (2)	0.0% (0)	93.3% (28)	6.7% (2)	93.3% (28)

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 read to their children, they do not provide their children’s school needs, they do not 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 100 on each item. 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.

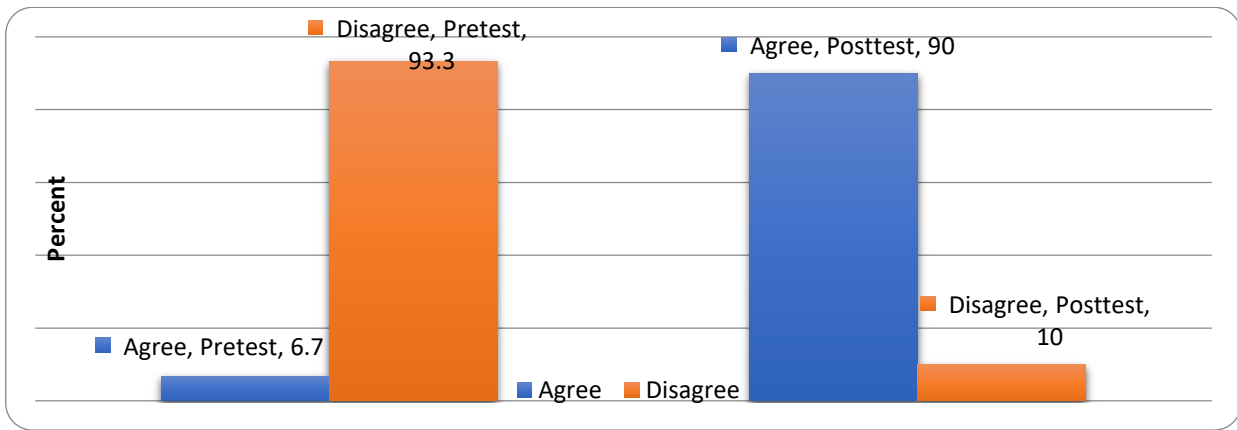
**Table 9: Parents’ Characterization of Parents’ Affection as Post-Test**

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

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 “I visit shops and market places with my child” had 60% (3) of agree and 40% (2) strongly disagree.



**Figure 3: Parents’ characterization of their affection to their children with dyslexia comparing between pre-test and post-test**

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 10: Correlation between Parental Affection and Acquisition of Reading Competencies Based on Parents’ Perceptions**

		Performance in reading	
Pearson	Affection	Correlation Coefficient	.911**
		Sig. (2-tailed)	.000
		N	10

\*\* . Correlation is significant at the 0.05 level (2-tailed).

From the above correlation table, we discovered that there is a significant correlation between parental affection and performance in reading 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.

**DISCUSSION**

Findings revealed that, there is a significant impact between parent affection and 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 parent 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 placed 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 affects 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 parents and pupils will enhance pupils’ acquisition of reading competencies while poor interaction with affect them negatively. In conclusion, based on Bronfenbrenner’s theory, one can easily argue that dyslexic children’s school experience is not just made up of interactions between them and the school or the teacher. It also includes a broader system involving parental affection, provision (of basic needs) and cooperation (between teachers, parents and pupils). As a result, understanding the influences of a child’s environment provides theoretical support for the idea of parental involvement in dyslexic children’s acquisition of reading skills.

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 back 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 called 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.

In conclusion, based on Bronfenbrenner’s theory, one can easily argue that dyslexic children’s school experience is not just made up of interactions between them and the school or teacher. It also includes a broader system involving parental affection, provision (of basic needs) and cooperation (between teachers, parents and pupils). As a result, understanding the influence of a child’s environment provides theoretical support for the idea of parental involvement in dyslexic children’s acquisition of reading skills.

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 problem under study which states; Parental affection and 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”.

### 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 parental 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.

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