

**TEACHER SUPPORT FOR PUPILS WITH READING DIFFICULTIES IN SELECTED REGULAR SCHOOLS AT AKWATIA -EASTERN REGION OF GHANA**

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**Abstract**

*The purpose of the study was to explore the support services teachers give to pupils with reading difficulties in the Basic Schools at Akwatia in the Eastern of Ghana. The design was descriptive survey. The sample size was 50 from four Basic Schools in Akwatia circuit. Purposive sampling technique was adopted for selecting the samples. Research questions were raised and analyzed while interview was also discussed. Concerning the teacher support service given to pupils with reading difficulties it was discovered that, most of the teachers used different motivational strategies. Again they gave little time for reading lesson in class. Also proper instructional approach seems not to be very encouraging as well as small group reading. It was also established that, pupil are able to excel greatly in reading when they get enough support from their teachers. Furthermore, the findings revealed that teachers faced a lot of challenges in the support they render to pupils' reading in the basic schools calling for the need for enough resources in terms of teaching materials, infrastructure, furniture, time and motivation.*

**Introduction**

Teacher support is critical to pupil's success for proficient reading and writing skills. If pupils are not competent readers, they are at risk for academic, behavioural, social and emotional difficulties. Pupil's with reading difficulties in the Basic schools have the potential to be successful academically and socially therefore teachers can change the situation for pupils at risk for failure in reading by intervening early and providing explicit, intensive, and extensive instruction. When children continue to struggle with the acquisition of proficient literacy skills, appropriate adaptations need to be made to enable them to successfully meet the demands of the curriculum.

From the researcher's point of view and experiences in intervening pupil's reading difficulties, it was observed that those pupils' who are capable of reading are liked by most teachers. However, literature has it that teachers with the right support can make much difference to pupils with reading difficulties. Also, success depend on educational programming that is suited to the pupil's individual strengths, needs, and learning characteristics and this guidance is from the effort of the

teacher. Not all, the ability to read depend on resources available, one's interest and time and how the person is motivated in the environment in which the individual finds him/herself.

Majority of teachers believed in the support service but they feel they have not had enough time and resources as well as knowledge to teach and adapt instruction for pupils with reading difficulties (Compton, Miller, Elleman and Steacy 2014). Some teachers reported that the instructional materials demand of meeting the needs of pupil's with reading difficulties create an added burden in their schools.

In Akwatia for instance, most teachers teaching in the basic schools and some officers mentioned that there was little done in terms of providing support services for children's reading. They continued in the conversation that though they wish to put in all effort to promote reading, the class size becomes a hindrance hence the difficulties. This problem is not peculiar to particular basic schools, but pertains to all categories of schools.

Comments from a teacher include:

*We lack reading materials in helping these children. In fact we are willing to support but it is very difficult. Come and observe a classroom meant for learning they are chocked in a sense that we find in difficult to concentrate and pay individual attention.* (Description of a classroom situation).

The above information adds to the fact that teachers support services are minimal and overburdened to meet the needs of children with reading difficulties. Ivey, Ivey and Zalaquett (2010) believes that teacher read aloud and discussions help to “enhance students’ understanding and their inclination to read independently” (p. 812), this attests to the fact that support by teachers to such individuals in the classroom will improve the reading skills. The researcher is therefore interested in finding out what support is given to the pupil's at the selected schools in Akwatia.

### **Statement of the problem**

Though, it is an expectation from every teacher naturally to support his or her students to learn, using appropriate teacher supports is unavailable and in most cases ignored, it appears that a number of pupils in the selected basic schools at Akwatia District cannot identify simple words and comprehend simple texts which affect their academic performance negatively. Those who complete school are not able to perform to the maximum satisfaction and then some see reading as a boring activity. Pupil's make noise and sometimes sleep during reading lessons.

### **The study specifically sought to:**

- Identify what support services teachers give to children with reading difficulties in the selected basic schools involved in the study.
- Examine how teacher support services influence children's reading skills
- Explore what challenges teachers encounter in supporting children with reading difficulties.

**The research questions guiding this study are:**

1. What support services do teachers give to children with reading difficulties?
2. In what way do teachers support services influence children's reading skills?
3. What challenges do teachers encounter in supporting children with reading difficulties?

Literature was reviewed under the following strands.

- Teachers support services for children with reading difficulties.
- The influence of teacher support services on children with reading difficulties.
- Challenges teachers encounter in supporting children with reading difficulties.

**Teachers support services for children with reading difficulties**

Teacher support is crucial to children success for proficient reading and writing skills. If children are not competent readers, they are at risk for academic, behavioural, social and emotional difficulties. Children with reading difficulties in the basic schools have the potential to be successful academically and socially therefore teachers can change the situation for children at risk for failure in reading by intervening early and providing explicit, intensive, and extensive instruction. Though children know how to read, they still need support to reach their full potential as readers. Most children with reading difficulties have problems with reading and related language skills and these have called for decline in reading among children in basic schools (McKenna and Stahi, 2012).

According to Compton, Miller, Elleman and Steacy (2014) if pupils do not know the words they are reading and cannot derive meaning from context, they must expand their vocabularies and learn a series of comprehension strategies. William utilizes strategies and programs that provide explicit and systematic instructional support in five components of reading. Those components are:

- **Phonemic Awareness** – the ability to hear, identify, and play with individual sounds (or phonemes) in spoken words
- **Phonics** – an understanding that there is a relationship between the letters of written language and the sounds of spoken language
- **Fluency** – the capacity to read text accurately and quickly
- **Vocabulary** – the knowledge of words students must have to communicate effectively
- **Comprehension** – the ability to understand and gain meaning from what has been read.

Good reading instruction includes explicit and systematic instructional strategies and also requires a coordinated instructional sequence, aligned with instructional materials, and allows ample practice opportunities. In another perspective, McKenna and Stahi (2012) mentioned that encouragement of library usage is another support: Teachers should encourage maximum use of the library and its resources by giving pupils assignments/projects that would necessitate frequent visits to the library. They may entail reading a novel and summarizing it, or using the library resources to solve an environmental problem.

The National Dissemination Centre for Children with Disabilities ( NDCCD) is also of the view that some adaptations and modification are as simple as embracing all children who have reading difficulties without discriminating. These modifications may involve changing the way that material is presented or the way that students respond to reading in the classroom.

According to Hintze and Methe (2003), teacher's model as an act of reading during *uninterrupted sustained silent reading* (USSR) is another support for helping children with reading difficulties in basic schools. In Singapore, USSR is part of the schools' extensive reading program so as in Ghana many schools are also practicing (Ministry of Education, 2005). A research made by Carol Wells spells out motivation as a support which teachers use to remediate children from their reading difficulties. She presents some techniques for motivating our reluctant basic school pupils to read and these are as follows:

- Maintaining a relaxed classroom atmosphere
- Making time for SSR (Sustained Silent Reading)
- Giving awards always reinforce positive behaviour
- Using signs, forms, labels, rules for sports, advertisements etc. as high interest material for students reading at very low levels
- Forming a Reading Club
- Making your own read along tapes
- Occasionally reading aloud to students
- Use topical devices close to the students

Another consistent finding is that, for reading difficulties, small group settings and individual tuition is more effective than larger groups (Scammaca, 2007). For example, in reviewing European practices, Eurydice concluded that 'Individual or small-group intensive instruction by reading specialists is essential when tackling reading difficulties. Additionally, peer tuition, which can be delivered in-class, is also an effective approach. Indeed Slavin et al (2008) emphasised the importance of peer tuition approaches, particularly with teenagers.

When children first enter school, they are excited about learning and are very motivated. However, their motivation is not sustained since it appears to decrease during the elementary school years in all academic subjects, including reading (Dörnyei and Ushioda, 2013). Teachers also recognize that motivation may be correlated to the amount and breadth of children's reading. Research conducted over the past several years suggests that elementary school children who are motivated to read spend more time reading than those who are not motivated. Motivation may also influence the success of multiple strategy instruction (National Institute of Child Health and Human Development, 2000). This indicates that motivation is an instrument of teacher support services for children with reading difficulties.

**Influence of teacher support services on children's reading**

Students who enjoy a close and supportive relationship with a teacher are more engaged in that they work harder in the classroom, persevere in the face of difficulties, accept teacher direction and criticism, cope better with stress, and attend more to the teacher (M. Little & Kobak, 2003). Nevertheless, children who are actively engaged in classroom learning activities persistently pay attention, and achieve at a higher level (Dörnyei and Ushioda, 2010)

Consequently, any activity an adult performs for a child to observe, the child responds with a desire to do it as well. Consciously or not, if teachers present the lesson or activity with enthusiasm, suggesting that it is interesting, important and worthwhile, students are more likely to adopt the same attitude (Rose, 2004). Affirming this Garan and DeVogd (2008) found that children spent more time reading if the teacher also read. School libraries serve children by providing materials to meet their various needs and encouraging reading and the use of libraries (Gorman, 2000). Adomi (2006) stresses that encouragement of the use of school libraries help children to discover for themselves by independent study and learning how to read and ask questions.

As Mayesky (2014) stipulates, phonemic awareness skill as a support given by teachers enables children to use letter-sound correspondences to read and spell words. For example, can blend sounds together when they use letter-sound correspondences to read words they have never seen before. In addition, High frequency words are words that occur frequently in text, for example *the, what, this*. Automatic recognition of these words (also called *having a sight vocabulary*) helps students to improve fluency, make use of context clues and focus more on comprehension than on decoding (Boison 2008).

**Challenges of teacher support services.**

There are various challenges militating against the effective teacher support services. Coniam (2014) listed impediments to positive teacher support services and these includes inadequate reading materials, poor preparation of teachers, lack of interest, poor libraries or none at all, home background, and lack of adult readers as models. Tracy (2008) asserts that being able to read depend on the library exposure and interest the child has for reading materials. However, these libraries (school and public) are either non-existent or not playing their expected role. From observation, it is evident that, state and local government and proprietors of schools (government and individuals) have not complied with enough library provisions in Ghana. The researchers' personal observation during her teaching experience in the year 2008 revealed that some parents choose to satisfy their own needs rather than the children's educational needs. A school child may lack books for an academic work but the parent may use that money to buy clothe for a funeral.

Another challenge faced by teacher is noisy environment. Most schools are in densely populated areas, where distractions prevent the smooth flow of learning. Moreover, the "illiteracy syndrome"

has an adverse effect on the psyche of many Ghanaian citizens as most people perceive noise to be an integral part of their culture.

Again, undue importance attached to wealth also count, many Ghanaian people celebrate mediocrity at the expense of intellectuals and this is manifest in our rush for material things. Some people abandon their educational careers for the pursuit of money. Many people run away from the schools to take up jobs which they later regret in their life. As narrated by a certain teacher, a school child can tell his or her teacher to stop teaching for they are going for money. The first contact point of some children with this language is in school and as children grow older, reading and its associated activities becomes an extraordinary thing since the language of reading is introduced late in many homes.

According to National Reading Panel conference held in (2000), Parents should encourage their children to read by modelling for them to imitate before bedtime which is a great way to share the love of reading and increase reading skills but they are not doing it.

Mallum (2004) identifies some challenges that hinder prospective teacher support as, large classes in public schools where the population far exceeds the number allowed by law. He then states unavailability of instructional materials to assist the teacher in managing the children with reading difficulties, and lack of equipment and writing materials such as picture card, and reading materials to mention just a few.

## **Method**

### Research design

The study adopted descriptive survey by ascertaining respondents' perspectives and experiences on the teacher support for pupils with reading difficulties.

### Sample

The sample size was fifty (50) respondents made up of two (2) head teachers, ten teachers (10) each from the four basic schools, six (6) circuit supervisors and two (2) selected school pupils.

### Sampling technique

Purposive sampling technique was used to select the headmaster and teachers who have been teaching in the schools, as well as the pupils and the circuit supervisors for the study. The researcher again purposively sampled the schools because they were situated close-by.

### Instrumentation

The instruments used in data collection were:

- Questionnaire
- Interview

### Questionnaire

Questionnaire was the main tool for data collection with the closed -ended items placed on a five point Likert scale ranging from Strongly Agree (SA) = 5; Agree (A) = 4; Neutral (N) = 3; Strongly Disagree (SD) = 2 and Disagree (D) = 1. This was adopted because as noted by Awanta and Asiedu-Addo (2008) it allows all respondents to respond to the same opinions which can lead to a form of slandered data to be gathered. Likert scale help in determining views, attitudes and experiences of respondents that is why it was adopted by the researcher.

Sixteen (16) items were designed to collect data from the teachers and the head teachers. The items were built on the key themes raised in the research questions, these were: teacher support services for children with reading difficulties, influence of teacher support services on children's reading and challenges of teacher support services.

### Data collection and analysis

In order to critically examine the responses regarding teacher support services for pupils with reading difficulties, descriptive statistics using frequencies and mean scores were employed to describe the data on the basis of the reactions of the respondents. Moreover the results have subsequently been discussed with supportive evidence from related literature. The questionnaire items as presented in the analysis have been numbered to avoid statistical errors in computing the figures.

### **Data Analysis and Presentation Of Findings**

In the analysis of data, the researcher combined responses at the two extremes such as strongly agree (SA) and agree (A) as agree (A) and strongly disagree (DS) and disagree (D) as disagree (D) for discussion purposes. Data collection from the questionnaire was analyzed using mean scores and frequency counts after the questionnaire data were carefully scored, coded and transferred to process the data for analysis. The semi structured interview was discussed after the analysis of the questionnaire.

### **3.2 Research question1**

*Teacher support services for children with reading difficulties.*

What support services do teachers give to children with reading difficulties in Akwatia basic schools? Seven statements were framed to address research question one. The responses are shown in Table 1 below:

**Table 4:5 Teacher responds on the support services for children with reading difficulties**

	Statement	SA/A	N/D/SD	TOTAL
1	Teachers encourage all children to read by motivating them during reading lesson.	33	7	0.825
2	Teachers do not give enough time for reading lesson in class	29	11	0.725
3	Small group reading is not encouraged in class	20	20	0.5
4	Proper instructional approaches are not used as fundamental to the teaching of reading in class.	22	18	0.55
5	Teachers do not allow pupils some thirty minutes silent reading in class.	22	18	0.55
6	Teachers do not give reading assignment to pupils always.	24	16	0.6
7	Teachers do not monitor and help children who have reading difficulties.	30	10	0.75

The researcher during the survey sought the views of teachers (professionals in education) about the teacher support services for children with reading difficulties in some selected basic schools in Akwatia. In all, forty (40) respondents were given questionnaires to share their views. Out of forty (40) teachers, thirty-three (33) respondents (teachers) from basic schools, representing the modal mean score of 0.825 as the vast majority agreed to the statement that, teachers encouraged all children to read by motivating them during reading lesson. This is an indication that quite a number of teachers believe in motivation and practice it often. Giving student books, reading to them, and sharing books with them are all practices that are recommended. Based on the frequent mention of these practices by teachers, teachers said they do motivate them to read. Wang and Guttrie, (2004) noted that the practice of motivation in classroom situation guide a number of teachers to get students ready in their academic work and that most teachers enjoy using it. This assertion is in line with the National Institute of Child Health and Human Development, (2000) which indicated that, motivation influence the success of multiple strategy instruction by teachers in the classroom.

Responding to item 2, twenty-nine (29) teachers representing (0.725) agreed that teachers do not give enough time for reading lesson in class. This suggests that aside the normal time scheduled for the subjects lesson, no additional time is allocated for reading. Though this study indicated that teachers do not provide enough time for reading, in class, Copton, et all (2014) argued that adequate and uninterrupted time must be provided for reading instructions. He added that children who struggle in reading must be provided extra instructional time to be able to improve upon their



reading skills. This shows that in an attempt to simply get students to read more, many teachers have to create an uninterrupted class time for students to practice reading independently. This approach, which is sometimes known by the acronym SSR (Sustained Silent Reading) serves to alleviate the inherent reading problem of students as its application engages students' to practice more of reading.

With regard to item 6 that sought the views of teachers on whether they do not give pupils reading assignment, 24 (0.6) of the teachers agreed while 16 (0.4) disagreed to the statement. The above data shows that pupils do not have any extra academic work to do after school. As the saying goes "constant practice makes man perfect" therefore if children are always given reading assignment it will boost their interest in reading.

The seventh statement was directed to find out whether teachers do not monitor and help children who have reading difficulties, a greater number of the respondents involving 30 (0.75) were in agreement with the statement, while 10 (0.25) disagreed to the statement. From the responses of the statement, children who have reading difficulties are left behind in class and in other academic work as a whole. The majority of teachers who supported the views expressed in item 7 confirm the view by Tracy (2008), who expresses that teachers consider their best readers to be the most capable, better adjusted and bright pupil leaving the disadvantaged ones to struggle. No wonder a child commented that;

*....."I don't like the way some of the teachers behave during lesson"*

*Some of them when you ask questions in class they ignore you. At times I rely on my friend to help me read in class, they rarely give us homework simply because we cannot read. (child-PBSC)*

The above comment from the child posits that teachers rather pay attention to children's who are already good intellectually, neglecting the weaker ones. The issue of teacher support was a great concern to the circuit supervisors as well.

One of them commented that; *"We have a very big problem on our shoulders as an officers of directorate, sometime when we get to classroom, we observe that some student are left without attending to and they are just playing behind the class and with a prompt to teachers they begin to give excuses".*

Teachers care and concern about children's work motivate them and make them feel more sense of belongingness. In view of this, the quest for teachers to ignore children in the classroom will adversely affect the children, leading to their poor reading skills and academic performance.

**Table 4:7 Teachers, responses to influence of support services on children with reading difficulties.**

S/N	STATEMENT	SA/A	N/SD/D	MEAN SCORE
8	Children with reading difficulties are remediated when the appropriate support is given to them in class.	34	6	0.85
9	When children with reading difficulties are encouraged by teachers to use the library it improve their reading skills	36	4	0.9
10	Children develop the habit of reading when they have role models in the at home.	30	10	0.75
11	Children with reading difficulties are motivated when they are allowed to participate fully in reading lesson.	22	16	0.55

The statements in table 4.7 concern the influence of teacher support services for children with reading difficulties. Under this section four statements were therefore raised. The teachers of the selected basic schools responded to the statement for which the following analyses were made.

Majority of basic school teachers representing the modal mean of 0.9 have agreed to the fact that when children with reading difficulties are encouraged by their teachers to use the library it would improve their reading skills. Library supports school program such as teaching and learning as well as providing opportunity for children who are at risk of reading. Adams (2006) affirmed that, encouragement of the use of school library help children to discover for themselves by independent study and learning how to read and ask questions.

The library is a catalyst to literacy and reading that is the reason why most of the respondents carried the modal mean. School library according to Adams (2006) makes a difference to children's understanding and achievement and provide support for teaching and reading throughout the school child's life. From above results, the respondents' views indicate that the use of school library is a central point for encouragement with all kind of reading, access to information, knowledge building and deep thinking.

On the contrary, item 10 sought to find out whether children develop the habit of reading when they have role models in the school and at home, many respondents representing 0.75 agreed to the statement. The majority views confirmed with what Rose (2004) has noted that teacher modeling

encourage children to appreciate reading since a child perceived the beliefs and behaviors of an adult to be important.

When one of the circuit supervisors was asked how useful the library to students academics she explained that;

*“.... The use of library is so important because it develop the habit of reading in both young and old. Library broadens our horizon on books as well as how to behave socially. At my age, I do visit the library once a while and also encouraged my wards to use the library often due to its numerous benefits of (both intellectual and social- SPV).*

From the comment it was obvious that library support reading and academic achievement as a whole. Since school library is a useful facility there should be the need to a small library in schools to arouse children reading habit.

A child explained that;

*.... Sometimes when my teacher comes around my table to assist me in reading, I feel very happy. A time I wish I could read so that my teacher will continue to love me. (Verbatim expression of a child- PBSC).*

Teacher's encouragement and good relations with children in class fosters positive habit in children's reading. A literature spells out that the frequency with which children read in and out of school depends upon the priority classroom teachers give to independent reading. (Anderson et al, 1988).

As the saying goes:

*What I can think about, I can talk about.*

*What I can say, I can write or someone can write for me.*

*What I can write, I can read.*

*I can read what I can write and what other people can write for me.* (by Van Allen) as stated in Boison (2008)

The statement indicated that with a little support from teachers, children can do better in reading and perform better academically as well

### **3.3 Research question 3**

*Challenges of teacher support services*

What challenges do teachers encounter in supporting children with reading difficulties? Table 6 highlights response from the teachers.

**Table 4.8: Challenges of teacher support services.**

S/N	STATEMENT	SA/A	N/SD/D	MEAN SCORE
12	Teachers get adequate materials for note preparation and teaching of reading.	10	30	0.75
13	Parents provide reading materials for their wards in school.	12	28	0.7
14	There good infrastructure to facility reading	20	20	0.5
15	There is manageable class size to enable teachers attend to pupils individually.	18	22	0.55
16	Classrooms are rich with reading materials (wall prints, pictures) to arouse pupil's interest in reading.	13	27	0.675

The results displayed in table 4.8 indicated analysis of responses to items 12 - 16 that sort to find out challenges teachers encounter in supporting children with reading difficulties. Responding to item 17, 0.75 representing the modal mean of teachers disagreed to the statement that teacher get adequate materials for note preparation and teaching of reading. This responses from the teachers is in agreement with Conian (2014) which stipulated that inadequate reading materials, poor preparation of teachers, lack of interest, poor libraries or none at all, home background and lack of adult readers are impediments to positive teacher support services.

A large number of respondents representing mean score of 0.7 also disagreed that parents provide reading materials for their wards in school. Many research revealed that due to the Free Compulsory Universal Basic Education (FCUBE) policy, parents refused to play their role simply because the government is to supply all stationary for schools and that parents are totally out of their wards school responsibilities.

From table 4.8 item 15, it is also clear that; teacher pupil ratio is very grate. This is because, the large number of respondents representing 0.55 in the affirmative answer disagreed to the statement "there is manageable class size to enable teachers' pay individual attention to pupils. Most children with reading difficulties have problems with reading and related language skills due to lack of individual attention and inadequate materials in schools and these have called for decline in reading among children in basic schools Rubin (2002).

The size of the class and home work was also an issue of concern. The number of children in the class is so large that assigning of enough homework is a problem to the teacher. This to the children does not motivate them to do extra reading at home resulting in an inability to person in reading. A child remarked:

*"..... we are almost 60 in only one class B has about 65. We are hardly given home work. In fact the whole of this term we did only one reading" (comment by child PBSC).*

The amount of reading time children engaged themselves in was limited due to the large class size. Class size has been identified as another determinant factor for better reading skills. Large class size whether handled by qualified or unqualified teachers, hinder teachers performance and this in turn has negative spillover effects on children's reading. Little and Kobak (2003) indicates that due to individual differences, good teaching is generally best done in class with smaller number that allow for individual attention. As reported by the National Assessment of Education Progress (2010), class size above 40 has negative effect on children reading.

From the responds of the interviewees it was clear that the support services for children with reading difficulties are not enough and as Rubin(2002) stated, though children know how to read, they still need support to reach their full as potential readers.

### **Findings**

The findings revealed that numerous teacher support services were used but motivation was mostly used by teachers in Akwatia basic schools. Questionnaires completed by the sampled respondents show significant agreement on motivation. Teachers revealed that they motivate children to read during reading lesson. Meece and Eccles (2010) developed the "expectancy value" theory of motivation. This suggests that one's reading motivation is based on whether one believes that he/she will succeed or fail, as well as how personally interesting and valuable the activity seems. Based on this theory, if a child finds a book or an activity related to a book to be interesting, or perceive it as worthwhile then he/she is more likely to put forth more effort.

It was also observed that amount of time pupils spent reading is highly correlated with their reading proficiency and overall academic success across all subject areas. Students who are less motivated to read, and who spend less time practicing their reading skills, typically lag behind their peers and often experience frustrating academic difficulties. Teachers in basic schools are not merely responsible for providing instruction in the mechanics of text and reading, they also bear responsibility for instilling in all students a desire to read independently from a variety of sources.

Findings from the data gathered in research question two revealed that, majority of respondents agreed that children develop the habit of reading when they are encouraged to use the library both at home and in school. School libraries serve children by providing materials to meet children's various needs and encouraging reading and the use of libraries appropriately. Adomi (2006) stresses that encouragement of the use of school libraries help children to discover for themselves by independent studying and learning how to read and ask questions.

Additionally, the respondents agreed that teachers and parents serving as a role model boost children's reading skills. This finding confirms the statement made by Rose, (2004) that teacher modelling encourage children to appreciate reading since a child perceived the beliefs and behaviours of an adult to be important. Consequently, any activity an adult performs for a child to

observe, the child responds with a desire to do it as well. Consciously or not, if teachers present the lesson or activity with enthusiasm, suggesting that it is interesting, important and worthwhile, students are more likely to adopt the same attitude since most children learn by seeing.

Finally, though there are lot of challenges of teacher support services, the results that emerged from the analysis revealed that schools lack teaching and learning materials that support reading in basic schools. This is because majority of respondents disagreed to the statement that teachers get adequate materials for note preparation and teaching of reading. This results collaborate with Coniam, (2014) who noted that inadequate reading materials, poor preparation of teachers, lack of interest, poor libraries or none at all, home background, and lack of adult readers as models are the impediments to positive teacher support services in most schools. In our school system, it is essential to ensure that children are taught how to read using a variety of materials and strategies to ensure children's succeed.

The results again revealed the issue of teacher-pupil ration in most schools in the community. This view has been expressed long time by Mallum (2004) that large classes in public schools where the population far exceeds the number allowed by law hinder the teacher support services for children with reading difficulties.

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