

**INVESTIGATION OF THE INFLUENCE OF PERSVERANCE BEHAVIOURS ON THE
ACADEMIC PERFORMANCE OF PUPILS WITH LEARNING DISABILITIES IN
ISLAMIYA PILOT SCIENCE PRIMARY SCHOOL IN JOS NORTH LGA
OF PLATEAU STATE**

NENROT V. GOMWALK (Ph.D)

Department of Special Education and Rehabilitation Sciences

University of Jos.

nenrotg@unijos.edu.ng

&

MAIKUDI STANLEY LANGKWAP

Department of Special Education and Rehabilitation Sciences

University of Jos

ABSTRACT

The study investigated of the influence of perseverance behaviours on the academic performance of pupils with learning disabilities in Islamiya Pilot Science Primary Schools in Jos North Local Government Area of Plateau State. In this study, four objectives and three research questions guided the study. Also, the study adopted the survey descriptive design. There is one public primary schools with primary three, primary four and primary five students. The sample of the study was 159 primary three, four and five from primary schools with the total of 86. The study made use of a questionnaire titled (perseverance behaviours on the academic performance of pupils with learning disabilities in Islamiya Pilot Science Primary school in Jos North LGA). The questions raised were answered using frequency and simple percentage method as the method of data analysis. And also research design, population and sample, sampling technique, instrument for data collection, validation and reliability of the instrument, procedure for data collection and method of data analysis. And the results were are represented in tabular form based on the questions. The study revealed that perseverance has negative implications on the primary school students' achievement in read and writing.

The findings established that most of the teachers perceived children with learning disability as other students though they required special attention while parent perceived it as their teachers fault or children's lack of concentration in class. The study found out that teachers lack support from stakeholders to uphold the performance of children with learning disabilities. The study also found that if the teacher and parent work together children condition would be improved, the study established lack of contact among parents and the teachers. In conclusion, teachers perceived

children with learning disabilities as generic predicament, due to children being lazy or lack the needed motivation to work hard, parents fault for being too busy with their personal issues while the parents blamed teachers for not playing their role as teachers and the government who contributed to such circumstances due to inadequate teachers welfare required by the law. The study recommended that teachers need to acquire more training and the government should support them in funding, provision of resources, materials and staff development.

INTRODUCTION

Generally, it has been observed that pupils with disabilities have academic challenges; these challenges are seen in their level of achievement in schools. Learning disabilities definition by the (National Joint Committee for Learning Disabilities) (NJCLD) USA (1981) as a generic term that refers to a heterogeneous group of disorders, manifested by significant difficulties in the acquisition and use of listening, speaking, reading, and writing, reasoning, or mathematical skills. These disorder may be intrinsic to the individual presumed to be due to central nervous system dysfunction, and may occur across the life span.

Although learning disabilities may occur concomitant with other handicapping condition (such as sensory impairment, mental retardation, social emotional disturbance) or environmental influence example instructional effect, psychological factors) it not direct result of these conditions and influences. The learning disabled individuals have diverse learning problems both the ones posed by environment and also the ones posed by certain nervous system dysfunction. This study is concerned with the effect of perseverance behavior on their academic performance. Perseverance is a situation whereby pupils portray an uncontrollable repetition of responses in words, thought, activities, strategies and emotion problem affects this people as a low performance in their academic pursuit most children with behavioral problem have been neglected by their parent, discriminated among their peers, maltreated by their teachers and seen as pupils who cannot achieve academically. Perseverance generally interferes with learning and adoptive behavior this includes: (Saludes, and Dante, 2018).

Pupils with learning disabilities who persevere can be successful like other pupils in academic performance if they are helped out of their problem. Perseverance is intrinsic it is a neurological effect therefore cannot be seen, it only manifest in pupil's ability however adjustment can be made through behavioral modifications. Parents, teachers and the society at large need to understand this set of individuals in order not to discriminate against them. In some pupils, perseverance may be a response of anxiety, it may also be associated with memory impairment, meanwhile perseveration is generally considered mal adaptive and non-productive. To eliminate this notion about perseverance being non- productive, pupils need to be helped make a productive and reasonable attainment academically.(Dogar, and Azeem, 2020)

However, several other authors address relevant points whereas to Kathryn, B. (2019) Perseverance may be confused with habitual behavior in a number of other conditions and disorders, such obsessive compulsive disorder (OCD), including post-traumatic stress disorder (PTSD), and body dysmorphic disorder trichotillomania and habit problems. To be successful in school activities and also in life people need to be organized in their activities, thinking and speaking. An example of perseverance could be seen in a child who is instructed to clap his hands five times, he then claps several times, a child instructed to write on roll in a sheet of paper such child persevere when he writes until he fill the whole sheet of paper. Many children with several disabilities particularly those on the autism spectrum persevere, (they do certain action over and over again), they may persevere In speech by repeating a phrase, shutting a door, twiddling fingers, lining up toys, rubbing hands together, spinning objects and so on. It seems almost as if this people are locked into an endless circle of meaningless odd behavior therefore they need help in order to succeed in their learning and works.

STATEMENT OF THE PROBLEM

Children with learning disabilities in Islamiya Pilot Science are learners with learning problems and difficulties. Among these children are those who persevere in writing, words, activities, strategies or emotion which makes them generally clumsy and unorganized in their academic work. The children do not perform well at a level commensurate to their chronological age and cognitive level. It is also observed that children with learning disabilities who persevere are lagging behind in the class; they are faced with diversity of challenges academically. These problems include behavioral problem, perceptual problem, language problem (spoken and written) and social adjustment. They need to be given maximum attention if they most succeed academically.

PURPOSE OF THE STUDY

The main purpose of the study is to investigate the effect of perseverance on the academic performance of pupils with learning disabilities in Islamiya Pilot Science primary school in Jos North LGA specifically, the study intend to:

1. to examine the extent to which perseverance behaviour influence academic performance of pupils with learning disability in Islamiya Pilot Science primary school in Jos North LGA.
2. to find out the nature of perseverance among pupils with learning disability in Islamiya Pilot Science primary school in Jos North LGA.
3. to find out strategies employ by teachers to manage perseverance among pupils with learning disability in Islamiya Pilot Science primary school in Jos North LGA.

RESEARCH QUESTIONS

The following research questions guided the study.

1. what is the extent to which perseverance influence academic performance of pupils with learning disability in Islamiya Pilot Science primary school in Jos North LGA?
2. what is the nature of perseverance among pupils with learning disability in Islamiya Pilot Science primary school in Jos North LGA?
3. what are the common strategies employ by teacher to manage perseverance behaviour?

METHODOLOGY

RESEARCH DESIGN

The researcher will use descriptive research survey design for this study. Survey design is to do with collecting opinion from responding and what even is obtained from the study or program is binding.

POPULATION

The population of the study will comprises primary three, four and five pupils from Islamiya Pilot science Primary school in Jos North Local Government Area of Plateau State.

Table1: Population of primary five school students is the population selected in the study for questionnaire in Islamiya Pilot Science Primary school of Jos North LGA.

Table 1: Summary of the Population Distribution of School and Students

S/N	Schools	Girls	Boys
1	Primary three	50	48
2	primary four	13	7
3	primary five	23	18
	Total	86	73

Sample

Sample of the study consisted of 159 students from Islamiya Pilot Science Primary school in Jos North LGA. On the basis of gender, the study consisted of 86 female and 73 males from the sampled schools. Students in two intact classes, one each from primary four and primary five served as the experimental group, while students in two intact classes one each from the class served as the control group.

Table 1: Distribution of Sample into Experimental and Control Groups

Schools	Girls	Boys	Total
Primary three	50	48	98
primary four	13	7	20
primary five	23	18	41
Total	86	73	159

SAMPLING TECHNIQUES

A simple random sampling technique will be used to obtain the sample for this study. This is a technique where by the sample of the schools are chosen randomly. The sample consisted of one primary school in the area using simple random sampling technique with replacement to given each school equal opportunity of being selected. These schools have junior students as well as senior students.

INSTRUMENTS FOR DATA COLLECTION

The data required for this study will be obtained using a close ended questionnaire contained three (3) sections. To gather the appropriate information about effect of perseverance behaviour on the academic performance of pupils with learning disabilities Islamiya Pilot Science primary school in Jos North LGA of Plateau State, in respect of this one (1) schools were selected and forty (40) questionnaire were printed and distributed in person by the researcher to the forty (40) students in the school.

VALIDITYAND RELIABILITY OF INSTRUMENTS

The copies of questionnaire were given to the research supervisor that sepcialsied on measurement, and evaluation in university of Jos. Their criticisms and suggestions were used to produce the study. Split half method is a method in which instrument administered to a group of respondents were divided into halves for scoring purposes (Frankel, 1993). The methods were used to ensure reliability of the research instruments marks were awarded, tabulated and compared by correlation. The result of the correlation was 15 which made the instrument reliable for this present study.

METHOD OF DATAANALYSIS

The research questions were analyzed using frequency and simple percentage method the formula for simple percentage method is as follows:

$$\frac{NR}{TNR} \times 100\%$$

TNR

Where:

NR = Number of Respondents

TNR = Total number of respondents

100 = Percentage

RESULT

Table 1. Shows the Respondents Sex

ITEMS	RESPOND	PERCENAGE %
Sex		
Male	29	66.7%
Female	11	33.3%
Total	40	100%

Source: Researcher (2023)

The table above shows the personal information of the respondent, therefore the results shows that majority of the respondents sex are male representing 29(66.7%), it also shows that the majority of the respondent based on status while female respondent representing 11(33.3%).

Table 2. Shows the Respondents Age

AGE	RESPOND	PERCENAGE %
1-5	0	0%
5-10	15	33.3%
10-15	25	66.7%
Total	40	100%

Source: Researcher (2023)

From the findings in the table 2 of the study accounted that almost half 0(0%) of the student were within the age bracket of 1-5years, followed by less than half 15(33.3%) of the students who were within the age bracket of 5-10years and lastly a few 25(66.7%) of the student were in the age bracket of 10-15years. This indicated that most of the student was in their age and given the needed technology they would teach the children effectively.

Table 3. Shows the Respondents Class

CLASS	RESPOND	PERCENAGE %
1-2	0	0%
2-3	5	2.3%
3-4	15	31.0%
4-5	20	66.7%
Total	40	100%

Source: Researcher (2023)

From the findings in the table 3 of the study accounted that almost half 0(0%) of the student were within the class bracket of 1-2years, followed by less than half 5(2.3%) of the students who were within the class bracket of 3-4years 15(31.0%) of the student were in the age bracket of 4-5years.

Table 4. Respondent of the Student with their Learning Disabilities

S/N	ITEMS	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	I have difficulty in reading	25	28.4	7	6.1	5	2.7	3	12.6
2.	I lose words or letters when I read something	15	15.8	10	19.0	8	8.2	7	3.0
3.	I understand better when I read something	10	10.2	15	7.0	9	8.5	6	1.6
4.	I always take time to read	26	3.0	6	3.1	5	2.7	3	2.1
5.	I have problems expressing you thoughts through writing	35	20.5	5	6.0	0	0	0	0
6	I have difficulty with grammar and punctuation (such as knowing where to put the commas)	33	3.8	7	4.8	0	0	0	0
7	I find it difficulty taking notes in class	37	11.0	3	9.1	0	0	0	0
8	My mates understand what I am writing	30	5.7	6	4.7	4	3.2	0	0
9	My mates talk about you learning in the class	25	11.0	10	4.5	2	2.0	3	3.1
10	I have trouble with higher mathematics such as percentages, fractions of long division	40	37.2	0	0	0	0	0	0

Source: Researcher (2023).

DISCUSSIONS

The results in the table 4. showed student responses with their learning situation in Jos North of Plateau State, Nigeria. The study finding established that 28.4 % of the respondents strongly agreed that they have difficulty in reading and were followed by 6.1% of the respondents who agreed. On the other hand, 2.7% of the respondents disagreed and were followed by 12.6 % who also strongly disagreed. These views was in agree with the study conducted by Kataoka et al in Japan (2016) who indicated that students had difficulty in reading.

Furthermore 15.8 % of the respondents indicated that they agreed that students lose words or letters when them read something and were followed by 19.0 % of the respondents whereas 19.0 % of the respondents strongly agree and were followed by 19.0 % of the respondents who also strongly disagreed while 8.2 % of the respondents who lose words or letter when they read something.

The result here agreed with the findings of Oluko and Okorie (2018), Oluko and Eke (2020) in Nigeria who indicated that supporting the children were a challenge to the teachers where they have to adapt and prepare a model that would accommodate the need of the learning disabled children.

The research also found out that 8.5 % of the respondents agreed that the students always take time to read, were followed by 8.5 % of the respondents who strongly agreed, 10.2 % disagreed and 15.8 % of strongly disagreed while 7.0 % of the respondents were neutral.

The study found out that 38.1 % of the respondents disagreed that students were willing to teach these children but they lacked proper and adequate training and were followed by 4.4 % of respondents who also disagreed. Nevertheless, on the other hand 6.3 % of the respondents agreed to the statement and a very few 1.6% of the respondents were not decided. 56.8 % of the respondents agreed that the student understand better when them read something and were followed by 22.2 % of

the respondents while below a quarter of the respondents disagreed and a very few were undecided. 6.8 % of the respondents agreed that student have problems expressing you thoughts through writing respondents who agreed while 25.2 % of the respondents disagreed and a very few remain neutral.

This was inline with the findings of Chireshe (2017) in Zimbabwe who pointed out that the inclusion model affected the teaching method use by teachers in accommodating children with special learning needs. 51.3 % of the respondents agreed that student have difficulty with grammar and punctuation (such as knowing where to put the commas)

However they were objected by 0.0 % of the respondents who disagreed to the statement indicating that students have difficulty with grammar and punctuation (such as knowing where to put the commas) and a few were undecided. 45.1 % of the respondents disagreed that their mates understand what he/her writing and followed by 16.3 % who disagreed to the statement. While less than a quarter 22.2 % of the respondents agreed and a few were neutral.

The study found out that 7.8 % of the respondents agreed that their mates talk about teaching learning in the class on the other hand, 37.2 % of the respondents disagreed while a few remain neutral. These contradicted with Chadha (2018) who notes that, twenty percent of children learning disabilities had at least one parent who has that form of disability. About 2 to 10 % of children learning disabilities were as a result of hereditary traits to the children (National Centre for Learning Disabilities, 2018).

Lastly 30.2 % of the respondents agreed that student have trouble with higher mathematics such as percentages, fractions of long division, followed by zero of the respondents who agreed. On the other hand 28.5 % of the respondents disagreed about the statement and were followed by 4.2% while below quarter remain neutral.

These findings were consistent with Henriques (2017) who investigated teacher's perception on assistive technology on children with learning disabilities in North Carolina. The results revealed that teachers understood the importance of using assistive technology but felt unprepared to effectively use devices because of lack of resources, limited time planning, inadequate technical support, disjointed professional development, uncertainty of how to use assistive technology within their content area, and poor infrastructure. Oluko and Eke (2015) indicated that the handling or dealing with the children differences form the biggest challenges faced by teachers in the classroom. Teachers have to adapt or prepare a curriculum that would suit the needs of these children; otherwise the person would end up wasting time with no achievement of the goal.

CONCLUSION

The study used a sampled population of 40 students in the study on the titled determinants of academic performance among children with learning disabilities in Plateau State Islamiya pilot science primary schools, Nigeria. The study established that teachers perceived learners with learning disabilities as genetic predicament while others thought it was due to children problem of either being lazy or lack the motivation to work hard at school. The teachers thought as the parents fault for being too busy with their personal issues and not supporting the children as expected. The teachers were ready and willing to help in improving the academic standards of the children. Furthermore the study found out that lacked of proper and adequate training and the needed motivation were the key agents that resulted to inefficiency in job performance.

On the other hand, parents thought that learning disability was teacher inability to play role effectively. The study also found out that most of the parents had knowledge on the children and few of them indicated not having information about the existence of children learning disabilities. However, those who knew indicated that their children were very lazy, absent in going to school which led to children learning difficulties. The parents blamed teachers for not playing their role and to a large extent, the government contributed greatly to this circumstance due to inadequate teachers welfare required by the law. These demotivated the teachers in doing their job effectively.

RECOMMENDATIONS

Based on the findings of the study the following recommendations are made.

1. The education ministry should ensure that teachers are provided with the necessary knowledge and skills in order to meet the diverse learning needs of children with special educational needs.
2. The Ministry of Education should make it mandatory for all teachers to undergo Continuing Professional Development (CPD). It is when the teachers had adequate skills and training they would able to impact on the children learning needs.
3. The Ministry of Education should ensure adequate motivation for the teachers as required by law for effective delivery of job.
4. The Ministry of Education should ensure that those to be appointed as teachers were those with the spirit and the zeal in teaching these children rather than taking the appointment as the last alternative to work.
5. The Nigerian Government has a blue print on education of the handicapped (FGN, 1983), which was revised in previous years. The blue print made recommendations on terminology, funding, provision of resources, equipment and materials, staff development and training, and legislation.
6. These recommendations should be implemented at all levels of education, and there should be a special education law, a law that would incorporate all aspects of the education (and possibly care) of any child who experiences a temporary or permanent difficulty in learning. In order to facilitate the translation of policy into practice the legislation should establish a code of practice for the management and administration of special education in Nigeria.

REFERENCES

- Aacha M., (2010). *Motivating, and the Performance of primary school teachers in Nigeria A case of Kimanya-Kyabakuza Division, Masaka District*. Unpublished master's dissertation Makerere University, Nigeria.
- Abosi, O. (2007). Educating children with a learning disability in Africa. *In learning disabilities research & practice*, 22 (3), 196-201.
- Adeyinka, A.R., Asabi, O., & Adedotun, O (2013) Teachers motivation on students performance in mathematics in government secondary schools Makurdi. *International journal of humanities and social science invention* www.ijssi.org 2(5), 35-4.
- Aggarwal, Y.P. (2008) *The science of educational research: a source book*. Nirmal book Agency Kurukshetra
- Altrichter, H., Feldman, A., Posch, P., & Somekh, B. (2008) *Teachers investigate their work; an introduction to action research across the Profession*. Routledge
- Amin, M.A. (2005). *Social science research: conception, methodology and analysis*. Kampala Makerere University Press. Uganda
- Arasa, J.N. (2004). *Cognitive correlates of English reading achievement among the standard three pupils in the slums of Nairobi*. Ph.D. Research thesis. Kenyatta University. Nairobi Kenya
- Ashamari, T.D. (2000). Extent of parental involvement in improving the student's levels in special education programs in Kuwait. *Journal of instructional psychology*, 35 (2), 140-180
- Bandura, A. (1986). Social cognitive theory: an argentic perspective. *Asian journal of psychology* 2, 21-41
- Bano, I., Dogar, A.H & Azeem, M. (2012). General and special teachers perceptions of learning disabilities: *International journal of humanities and social science* 2 (3), 113-118.
- Plateau state ministry of education (2013). *Annual report on primary school pupil's academic performance*. Nigeria
- Bennell, P. (2004). *Teacher motivation, and incentives in sub-Saharan African and Asia. knowledge and skills for development*: Brighton, UK.
- Bennell, P., & Akyeampong, K. (2007). *Teacher motivation in sub-Saharan, Africa, South Asia, researching the issues*. Department for international development education. Bennett, K.S., & Hay, D.A. (2007). The role of the family in the development of social skills in children with disabilities. *International journal of disabilities development and education*. 54 (4), 381-397.
- Best, J. & Khan, J. (2007) . *Research in education*. New Jersey. Prentice Hall, Inc.
- Bryan, T., & Burstein, K. (2004). Improving homework completion and academic performance; a lesson from special education. *Theory into practice*, 43 (3), 213-219.
- Bunch, G. & Finnegan, K. (2000). Values teachers find in inclusive education. *proceedings of the 5th international conference*. University of Manchester, Manchester, UK.
- Carter, N., Prater, M.A. & Dyches, T.T. (2009). *Making accommodations and adaptations for students with mild to moderate disabilities*. Upper saddle River, NJ: Pearson publishing.
- Chadha, A. (2001). *A Guide to educating children with learning disabilities*. New Delhi: Vikas publishing house limited. India