

Unlocking Dyslexic Potential: A Case Study of the Prevalence of and Knowledge, Attitude and Practice of Caregivers Towards Dyslexia in Nigeria

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ABSTRACT

Dyslexia is a neurodevelopmental learning disorder affecting reading, spelling, writing and decoding, remains widely misunderstood and underdiagnosed in Nigeria despite its high global prevalence. The lack of awareness among caregivers, teachers and administrators has majorly perpetuated stigmatization and hindered early intervention. This study titled “Unlocking Dyslexic Potential: A Case Study of the Prevalence of and Knowledge, Attitude and Practice of Caregivers towards Dyslexia in Nigeria” sought to explore how understanding and perception among key stakeholders influence support for dyslexic learners in primary schools within Abuja, Nigeria. A mixed-method case study design was adopted, combining quantitative and qualitative approaches. Data were collected from five purposively selected schools across Abuja using standardized dyslexia screening tools (CLDQ-R), structured questionnaires, and semi-structured interviews. Quantitative data were analyzed using descriptive and inferential statistics in SPSS, while qualitative data were subjected to thematic analysis to capture lived experiences and contextual barriers. Findings revealed that 54.3% of pupils were at high risk of dyslexia-related reading difficulties, 21.9% at moderate risk, and 23.8% at low risk. Male pupils exhibited higher prevalence (62.3%) compared to females (46.2%), aligning with global trends. Among teachers and administrators, 75.9% demonstrated fair knowledge, while 17.2% had poor and 6.9% good knowledge levels. Attitudes toward dyslexia and inclusion were generally positive but constrained by limited training and systemic barriers. Qualitative findings revealed recurring themes of inadequate teacher preparation, stigmatization, lack of policy implementation, and the urgent need for early screening and specialized support systems. The study underscores the pressing need for structured dyslexia screening programs, teacher training, and inclusive education policies tailored to Nigeria’s context. Improving caregivers’ knowledge and attitudes through evidence-based interventions can significantly enhance early detection and management of dyslexia, reducing educational inequities. Advocacy efforts should focus on reframing dyslexia as a learning difference rather than a disability, fostering environments where every child, regardless of neurodiversity, can thrive.

Keywords: Dyslexia, inclusive education, caregivers, knowledge-attitude-practice, prevalence, Nigeria, Health Belief Model

