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Effect of Caregivers Instructional Strategies on Performance in Letter Identification among Early Special Need Learners in Ikom, Cross River State, Nigeria

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Abstract

This study investigated the effect of Caregivers' instructional strategies on letter identification performance of early special need learners in Ikom Education Zone of Cross River State, Nigeria. To guide the study, two specific objectives and corresponding research questions and hypotheses. The pre-test post-test quasi experimental non-equivalent group design was used for this study. The population of the study was 8,567 ECC I pupils in 383 public primary schools. Multi-stage sampling technique was used to select a sample size of 194 ECC I pupils from eight intact classes. Letter Identification Achievement Test (LIAT) was used as instrument for the study. Kuder Richardson Formula 20 was used to determine the internal consistency of letter Identification Achievement Test (LIAT) which yielded a coefficient index of .73. Mean analysis and standard deviation were used to answer the research question while analysis of covariance (ANCOVA) was used to test the hypothesis. The study revealed that there is a significant difference between the mean letter identification performance of pupils taught using tactile instructional strategy and those taught using pictorials. Based on the finding of the study, the researchers recommended among others that teachers should integrate tactile instructional strategy into teaching letter identification in the classroom.

Key Words: Instructional Strategy, Tactile Instructional Strategy, Early Special Need Learners.

Introduction

Man in his quest to transmit societal values that would transform the young child and make his society a better place to live, schemes for better ways of passing the desired knowledge and values that would make them functional. One of such ways is education. Education is the process of preparing the younger generation to be useful to themselves and society. Diernye in Morrison et al. (2023) see education as the preparation of individuals to fit into different roles and activities for the transformation of society. This therefore implies that education must involve conscious engagements which include planning, implementation, and evaluation. It also demands that the direction of progress and transformation must be defined if progress must be made.

Early Special Need learners are ECCE learners who need extra support or different teaching approaches because of physical, sensory, intellectual, communication or learning difficulties, they also include exceptionally gifted learners. Early learners with letters identification difficulties often have dyslexia (Bassey E.O and Ndifon F.O 2025). The National Policy on Education (NPE) (2014) sees the need for early preparation of the child for social, intellectual and moral adjustment and adaptation in society. To catch the child young, she prescribes Early Childhood Care Education (ECCE) as a preparation ground for the smooth transition of the child from the home to the primary



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education. According to Bassey E.O and Ndifon F.O (2025), Early Childhood Education ECE is the preparation by education and care given to children from home and educational institutions before the formal schooling in the basic school. Early Childhood Education (ECE) is a force for human dignity that carries lifelong benefit. Conscious of this, the FRN (2014), in section 13 of her NPE states in very clear terms the purpose of early childhood education which are; effect a smooth transition for primary level from the home to the school; prepare the child for primary level of education; promote adequate care and supervision for the children while their parents are at work (on the forms, in markets, offices, etc.); inculcate in child the spirit of inquiry and creativity through the exploration of nature, the environment, art, music and playing with toys etc; develop a sense of cooperation and team spirit, learn good habit, especially good health habit. And teach them rudiment of numbers, letters, colour shapes, form etc through play. The last of these objectives is to teach them rudiment of numbers, letters, colour shapes, form etc. through play. This implies that literacy development of the child cannot be injured at the pre-primary school level. In line with this recognition if letter is properly taught at the pre-school, the result will improve achievement in other levels of education and also effective teaching of letter identification at the pre-school will enhance and improve achievement in other levels of education.

Identification of the letters of the alphabet or alphabetic knowledge is essential for learning to read and write. Alphabet knowledge (AK) is consistently recognized as the strongest, most durable predictor of later achievement in literacy including decoding, comprehension, and spelling (National Early Literacy Panel 2008). English has an alphabetic writing system; letters in written words represent sounds in spoken words. The awareness that letters represent the sounds in spoken words is called the alphabetic principle. One of the basic steps in learning the alphabetic principle is recognizing and naming the letters of the alphabet. Children will also have to learn the sounds in words (phonemic awareness) and the letters that represent those sounds. Most strong readers acquire a working knowledge of the alphabetic principle by the middle of first grade. It is also helpful for children to learn to sequence the letters from A to Z because alphabetical order is the way we organize our letters. In early childhood education, caregivers' instructional strategies are the methods and techniques they use to support young children's development. These pedagogical approaches usually focus on active, play-based learning, like storytelling, games, group activities, and hands-on experiences rather than rote memorization. The idea is to create a child-centered environment that encourages curiosity, creativity, communication, and social interaction. Because children learn best when activities match their developmental needs and individual learning styles. So, effective strategies really shape how well children engage and perform in those foundational years, setting the stage for lifelong learning. Caregivers' pedagogical approaches with rooting on play range from tactile, conventional, pictorial, hand-over hand guidance to mention but a few. Letter identification performance has long been recognized as a potent predictor of later reading ability. Some studies suggest that although letter naming predicts the ability to read later on, it does not cause a child to learn more readily. Ehri (2025) however, suggested that letter name knowledge may be inseparable from letter-sound knowledge because so many letter names sound a great deal like the sound that is associated with them (for example, /m/ for the letter m). Gillon describes a "bi-directional" relationship between letter-name and phoneme awareness, where knowledge of one enhances knowledge of the other (Gibson and Levin 2023). Given the significance for children to successfully gain alphabetic knowledge, it is important to consider effective practices for teaching letter names, sounds, and written forms. Alphabetic knowledge initiates the first level of reading acquisition by facilitating the breaking down of words into letters. Later, in a critique of five studies



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of children's alphabet knowledge, Ehri (2025) went further and suggested that children's knowledge of the alphabet is the main skill that enables them to move from the first stage to the alphabetic or phonological stage of reading acquisition and that it is difficult to separate children's letter-sound knowledge from other emergent literacy skills. Chall (2003) summarized 17 studies of the relationship between knowledge of the alphabet and future reading achievement. Although causation was not claimed, knowledge of the letters of the alphabet was seen as an important predictor of reading achievement. To Sulzby (2023) children's letter identification ability is integrated into a more complex set of early literacy skills and that children attempt to use some mechanism as they learn to associate letter names with their visual forms.

Tactile instructional strategy refers to a method of teaching where learners are exposed to making or handling materials in the learning process. Tactile learners remember things better when they can use their fine motor skills to make or handle relevant materials while learning new or difficult work. They generally need to write or type notes while listening. They concentrate best when they can manually manipulate information in concrete formats, and they like to reinforce their understanding using other self-correcting resources. It is obvious therefore that the degree of interest and motivation a child derives from a learning environment may affect the child's performance. Salami and Egiethua (2022) observed that, tactile instructional strategy enhances the learning of new skills, knowledge and gaining of experience through active participation of learners in the process of knowledge acquisition. In tactile lessons, learners are engaged in activities that are learners initiated, that is, activities that are built upon the natural curiosity of the learners and real-life related issues are at the centre of learning letters. Conventional or pictorial teaching method is a method according to Gbamaja (2019) as cited in Shofoye (2015) called talk and chalk or textbook method. According to Shofoye, this is the most commonly used method by teachers in the teaching-learning process. This method is dominated by the teacher and the learner is subjected to little participation. Shofoye further reiterated that the direct teachers approach considers the teacher as the repository of all knowledge while the pupils are passive recipients of knowledge transmitted by the teachers in the teaching-learning process and this characterized it as teacher-centered. It limits the movement of children, giving them few opportunities to use activities to discover meaning. Quietness and orderliness are placed at a high premium than engagement of learners. Direct Instruction is seen as a highly structured approach that uses explicit teaching and well scripted lesson plan (Rumph et al., 2007 cited in Ewing, 2021). Any method that is teacher centered is an example of direct teacher's instruction such as lecture/expository method, demonstration method, etc. Conventional method of teaching is one of the most widely used teaching strategies but it has been criticized as ineffective and scorned at as a teaching method used by teachers who are not prepared.

Tactile instructional strategy refers to a method of teaching where learners are exposed to making or handling materials in the learning process. Tactile learners remember things better when they can use their fine motor skills to make or handle relevant materials while learning new or difficult work. They generally need to write or type notes while listening. They concentrate best when they can manually manipulate information in concrete formats, and they like to reinforce their understanding using other self-correcting resources. The tactile modality refers to the sense of touch. Some characteristics of tactile learners include: Prefer the use of manipulatives (counters, blocks, chips, etc.), retain information better when writing, drawing, or tracing, enjoy doodling, and are often artistic in nature, benefit from tangible representation in order to appeal to tactile learners. Some ways that we can differentiate instruction in order to appeal to tactile learners include: Providing



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manipulatives and tangible representations of material encouraging pupils to take notes during lectures, providing opportunities to create artistic representations of learning (drawing, painting, etc.). A spelling technique that helps pupils who are tactile learners involves having pupils trace letters and words with their fingers. It is obvious therefore that the degree of interest and motivation a child derives from a learning environment may affect the child's performance. Conventional teaching method is a method according to Gbamaja (2019) called talk and chalk or textbook method. This is the most commonly used method by teachers in the teaching-learning process. This method is dominated by the teacher and the learner is subjected to little participation. It limits the movement of children, giving them few opportunities to use activities to discover meaning. Quietness and orderliness are placed at a high premium than engagement of learners. Direct Instruction is seen as a highly structured approach that uses explicit teaching and well scripted lesson plan (Rumph et al., 2007 cited in Ewing, 2021). Any method that is teacher centered is an example of direct teacher's instruction such as lecture/expository method, demonstration method, etc. Conventional method of teaching is one of the most widely used teaching strategies but it has been criticized as ineffective and scorned at as a teaching method used by teachers who are not prepared. Knoester (2022) posits that the traditional classroom is suppressive; it limits the movement of children, giving them few opportunities to use activity to discover meaning; quietness and orderliness are placed at a high premium than engagement of learners. Conventional method is seen as a highly structured approach that uses explicit teaching and well scripted lesson plan (Rumph, Ninnens, McCuller, Holland, Ward and Wilborn, 2007 cited in Ewing, 2021). Direct teachers' instruction is a teacher-centred pedagogy geared towards clear didactic communication. The teacher is considered as who possesses sound mathematical content knowledge as well as an expert who transfer this knowledge onto pupils through direct instruction, rote learning and rehearsal (Wing, 2021). Conventional classroom communication is characterized by "teacher dominated classroom talk, and most of the learners are silent for often time." Kalantzis, 2006 cited by Wing, 2021. Wing reiterated that this description is not quite appropriate for many letter identification classrooms where the teacher is the authority on letter knowledge, while the pupils are devoid of such knowledge. This research work is basically to investigate the effect of teaching children letter identification with tactile and conventional or pictorial strategies on their performance. Some empirical researches have been conducted on instructional strategies and learners' letters identification performance. Hosack (2016) conducted a study on the effects of conventional instructional strategies on fourth grade pupils' attitudes and performance in number work in Florida. The study adopted a quasi-experimental research design. The population of the study was 1045 and sample size of 126 elementary school on fourth grade pupils in a sub-urban area of Central Florida. The instruments used for data collection was qualitative data include pupils' journal entries, pupils' interviews, and teacher field notes, while the quantitative data was collected with pre-and post-anxiety survey and evaluative assessments. The data collected were analysed with percentage. The findings of the study indicated that the use of conventional instructional strategy decreased pupils' letter work anxiety, pupils, letter work attitude improved using hands-on instructional strategy, improve the performance of pupils. The study also revealed that pupils expressed a great deal of enthusiasm in making use of manipulative, games, cooperative groups and technology. On the contrary, White (2022) conducted a study on the effect of an instructional model, utilizing hands-on learning and manipulations on Mathematics achievement of middle school pupils in Georgia. The study adopted quasi-experimental design. The target population of the study was middle school Mathematics pupils in the United States, the sample size consisted of 100 pupils from two groups of seventh-grade Mathematics pupils in a middle school in North West Georgia. The instrument used was Mathematics Achievement Test. The instrument was administered



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on the pupils as pre-test, and the post-test. The data collection were analyzed with mean, standard deviation, Mann-Whitney U- test and analysis of covariance (ANCOVA). The findings of study revealed that there was no significant difference between the post-test scores of all of the participants in the control group and the entire participant in the experimental group. The result also showed that there were no significant differences between the post-test scores of the average- achieving mathematics pupils in the control group and the average achieving number work pupils in the experimental group, it also showed that there were no significant differences between the post-test scores of the high achieving mathematics pupils in the control group and the high achieving mathematics pupils in the experimental group. The study reviewed was carried out outside Nigeria and also in units in Mathematics. The present work was done in Nigeria and in units in Literacy. However, the design and method of data analysis in the above study were employed in this study. However, Margarita (2023) conducted a study on effect of kinesthetic/tactile stimuli on the learning words in the second language in Tilburg. The study adopted quasi-experimental research design. The population for the experiment consists of pupils from Tilburg University participant's pool in the Netherlands with a sample size of 38 pupils aged from eighteen to twenty-seven. The instruments used for data collection was Word-Pairs Test. The data collected were analysed with means, standard deviations and independent t-tests. The findings of the study indicated that the participants memorized more words in the condition one - not exposed to the additional kinesthetic stimuli, than while being in the condition two – being exposed to kinesthetic/tactile stimuli. This insignificant difference in number of words learned was balanced by the significantly increased level of engagement of pupils in the task of acquiring new words, while being exposed to kinesthetic/tactile stimuli. These findings relate to this study in that while more experiments in the field of kinesthetic learning are advised, in order to trace more precisely the positive or negative effect of the combination of brain and muscle functions on the way a human perceives new data, the positive effect of kinesthetic/tactile stimuli on the overall engagement of the pupils in the task of learning is clearly supported by this study.

Statement of the Problem

The high rate of difficulties in letter identification among early learners has continued to be a source of concern to all stakeholders in the education of children at this level. This is because of its implications for the quality of education at the higher levels. The poor letter identification of pupils among has been attributed to the use of poor instructional strategies by teachers. It is evident that the vast majority of pupils have difficulties in letter identification. This disturbing phenomenon is not without its many negative ramifications especially given the fact that letter identification correlates with reading and writing achievement. The slow and poor performances of preschoolers in letter identification have been attributed to the use of conventional instructional methods, and poor strategies by instructors. Therefore, it is based on this that, the researcher sought to determine the effect of teachers' instructional strategies on letter identification performance of preschool pupils in Ikom education zone of Cross River State, Nigeria.

Purpose of the Study

The study investigated the effect of teachers' instructional strategies on letter identification performance of preschool pupils in Ikom education zone of Cross River State, Nigeria Specifically, the study seeks to: Ascertain the difference between the mean letter Aa identification performance of pupils taught using tactile instructional strategy and those taught using pictorials. Ascertain the difference between the mean letter Bb identification performance of pupils taught using tactile instructional strategy and those taught using pictorials.

Research Questions



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The following research questions were stated to guide the study:

1. What is the difference between the mean letter Aa identification performance of pupils taught using tactile instructional strategy and those taught using pictorials?
2. What is the difference between the mean letter Bb identification performance of pupils taught using tactile instructional strategy and those taught using pictorials?

Research Hypotheses

The following null hypotheses were formulated to guide this study:

HO₁: There is no significant difference between the mean letter Aa identification performance of pupils taught using tactile instructional strategy and those taught using pictorials.

HO₂: There is no significant difference between the mean letter Bb identification performance of pupils taught using tactile instructional strategy and those taught using pictorials.

Research Methodology

This study adopted quasi-experimental research design. Specifically, it is a pretest – post-test non-equivalent control group design. Quasi-experimental design is a design in which random assignment of subject to treatment and control groups is not possible (Ali, 2016). The study area is Ikom education Zone of Cross River State the comprises of six local government areas of Abi, Boki, Etung, Ikom, Obubra and Yakurr. The total population of the study consisted of all 8,567 ECC 1 pupils in 383 public primary schools in Ikom education Zone (SUBEB, 2025). A multi-stage sampling technique was adopted to select 194 ECC1 learners from eight intact classes used in the study. Letter Identification Achievement Test (LIAT) was the instrument used for the study. To ensure the validity of the instrument, the initial draft of a Letter Identification Achievement Test (LIAT) together with lesson plan on Letter Work were subjected to face and content validity by three experts. To establish the reliability of the instrument, the instrument was subjected to trial testing on 26 ECC 1 pupils in Ikom Education Zone who were not part of the population study but had same characteristics. Kuder Richardson Formula 20 was used to determine the internal consistency of Letter Identification Achievement Test (LIAT) which yielded reliability coefficient index of 0.73. This high reliability coefficient index indicated that the instrument was reliable and suitable for the study. Descriptive statistics such as mean analysis and standard deviation were used in answering the research questions while analysis of covariance (ANCOVA) was used to test the hypotheses at .05 level of significance. The pretest scores were used as covariates to partial out the initial differences between the experimental and control groups.

Presentation of Results

Research Question One

What is the difference between the mean letter Aa identification performance of pupils taught using tactile instructional strategy and those taught using pictorials?

Table 1: Pretest-Posttest and mean difference in letter Aa identification performance of pupils taught using tactile instructional strategy and those taught using pictorials

Group	Pre-test			Post-test		MeanDifference
	N	$\bar{x}$	SD	$\bar{X}$	SD	
Experimental group (Tactile instructional strategy)	99	0.69	1.27	2.45	1.16	1.76
Control group (pictorials)	95	0.56	1.18	1.04	1.43	0.48

Source: Field data (2025)

The result in Table 1 shows the mean difference in letter Aa identification performance of pupils taught using tactile instructional strategy and those taught using pictorials. The result shows that

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the pretest mean of pupils taught with tactile instructional strategy (experimental group) was 0.69 with a standard deviation of 1.27 and a posttest mean of 2.45 with a standard deviation of 1.16. The difference between the pretest and posttest mean for pupils exposed to the experimental group was 1.76. On the other hand, the pretest mean of pupils exposed to pictorials (control group) was 0.56 with a standard deviation of 1.18 and a posttest mean of 1.04 with a standard deviation of 1.43. The difference between the pretest and posttest mean for pupils exposed to the control group was 0.48. From this result, it can be deduced that pupils exposed to tactile instructional strategy (experimental group) performed better than those exposed to pictorials (control group) in their identification of letter Aa.

Research Question Two

What is the difference between the mean letter Bb identification performance of pupils taught using tactile instructional strategy and those taught using pictorials?

Table 2: Pretest-Posttest and mean difference in letter Bb identification performance of pupils taught using tactile instructional strategy and those taught using pictorials

Group	Pre-test			Post-test		
	N	$\bar{x}$	SD	$\bar{x}$	SD	Mean difference
Experimental group	99	0.48	1.10	2.93	0.42	2.45
Control group (Pictorials)	95	0.44	1.06	1.35	1.50	0.91

Source: Field data (2025)

The result in Table 2 shows that the pretest mean of pupils taught with tactile instructional strategy (experimental group) was 0.48 with a standard deviation of 1.10 and a posttest mean of 2.93 with a standard deviation of 0.42. The difference between the pretest and posttest mean for pupils exposed to the experimental group was 2.45. On the other hand, the pretest mean of pupils exposed to pictorials (control group) was 0.44 with a standard deviation of 1.06 and a posttest mean of 1.35 with a standard deviation of 1.50. The difference between the pretest and posttest mean for pupils exposed to the control group was 0.91. From this result, it implies that pupils exposed to tactile instructional strategy (experimental group) performed better than those exposed to pictorials (control group) in their identification of letter Bb.

Hypothesis One

There is no significant difference between the mean letter Aa identification performance of pupils taught using tactile instructional strategy and those taught using pictorials.

Table 3: Analysis of Covariance (ANCOVA) of the mean difference in the mean letter Aa identification performance of pupils taught using tactile instructional strategy and those taught using pictorials.

Source	Type III Sum of Squares	T	Mean Square	F	P-Value
Corrected model	96.957a	2	48.478	28.391	.000
Intercept	457.948	1	457.948	268.195	.000
Pretest	.241	1	.241	.141	.708
Strategies	95.944	1	95.944	56.189	.000
Error	326.136	191	1.708		
Total	1026.000	194			
Corrected total	432.093	193			

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a R Squared = .229 (Adjusted R Squared = .221)

Source: Field data (2025)

The result on Table 3 shows that an F-ratio of 56.189 with an associated probability value of 0.000 was obtained with regards to the mean difference between the mean letter Aa identification performance of pupils taught using tactile instructional strategy and those taught using pictorials. Since the associated probability of 0.000 was less than 0.05, the null hypothesis (HO1) which states that there is no significant difference between the mean letter Aa identification performance of pupils taught using tactile instructional strategy and those taught using pictorials was rejected. This implies that there is a significant difference between the mean letter Aa identification performance of pupils taught using tactile instructional strategy and those taught using pictorials.

Hypothesis Two

There is no significant difference between the mean letter Bb identification performance of pupils taught using tactile instructional strategy and those taught using pictorials.

Table 4: Analysis of Covariance (ANCOVA) of the mean difference in the identification performance of pupils taught using tactile instructional strategy and those taught using pictorials.

Source	Type III Sum of Squares	Df	Mean Square	F	P-Value
Corrected model	121.254a	2	60.627	50.463	.000
Intercept	757.214	1	757.214	630.275	.000
Pretest	6.576	1	6.576	.000	.994
Strategies	121.210	1	121.210	100.892	.000
Error	229.468	191	1.201		
Total	1260.000	194			
Corrected total	350.722	193			

a R Squared = .346 (Adjusted R Squared = .339)

Source: Field data (2025)

The result in Table 4 shows that an F-ratio of 100.891 with an associated probability value of 0.000 was obtained with regards to the mean difference between the mean letter Bb identification performance of pupils taught using tactile instructional strategy and those taught using pictorials. Since the associated probability of 0.000 was less than 0.05, the null hypothesis (HO2) which states that there is no significant difference between the mean letter Bb identification performance of pupils taught using tactile instructional strategy and those taught using pictorials was rejected. This implies that there is a significant difference between the mean letter Bb identification performance of pupils taught using tactile instructional strategy and those taught using pictorials.

Summary of Findings

The purpose of this study was to investigate the effect of tactile instructional strategy on pupils' acquisition of letter identification skills in Ikom education zone. The following were major findings of the study:

1. There is a significant difference between the mean letter Aa identification performance of pupils taught using tactile strategy and those taught using pictorials
2. There is a significant difference between the mean letter Bb identification performance of pupils taught using tactile instructional strategy and those taught using pictorials

Discussion of Findings

Hypothesis one indicated a significant difference between the mean letter Aa identification scores of pupils using tactile instructional strategy and those taught using pictorials. By this, the first null



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hypothesis which states that there is no significant difference between the mean letter Aa identification scores of pupils taught using tactile instructional strategy and those taught using pictorials is rejected. This result was possible because pupils taught using tactile instructional strategy (experimental group) had higher mean gain on letter Aa identification scores, while those taught with the pictorials (control group) had less mean gain on letter Aa identification scores. This finding is in agreement with the work of Hosack (2016) who conducted a study on the effects of hands-on instructional strategies on fourth grade pupils' attitudes and performance in number work in Florida. Hosack found that the use of hands-on instructional strategy decreased pupils' number work anxiety, pupils, number work attitude improved using hands-on instructional strategy, improve the performance of pupils. He also found that pupils expressed a great deal of enthusiasm in making use of manipulative that is touching and working with hands. Also, the finding of this study is not in line with the findings of white (2022) who conducted a study on the effect of an instructional model, utilizing hands-on learning and manipulations on Mathematics achievement of middle school pupils in Georgia. He found out that there were no significant differences between the post-test scores of the average-achieving mathematics pupils in control group and the average achieving number work pupils in the experimental group. Hypothesis two showed a significant difference between the mean letter Bb identification scores of pupils taught using tactile instructional strategy and those taught using pictorials. By this, the null hypothesis which states that there is no significant difference between the mean letter Bb identification scores of pupils taught using tactile instructional strategy and those taught using pictorials is rejected. This result was possible because pupils taught using tactile instructional strategy (experimental group) had higher mean gain on letter Bb identification scores. This finding is in line with Donna (2024) who conducted a study on the effect of inquiry-based, hands-on learning on achievement in middle school science in Lynchburg and found that there was no significant difference in student achievement. Similarly, it corroborates the findings of Ekwueme, Ekom and Ezenwa-Nebife (2015) who in a study affirmed that hands-on approach performed significantly better than those exposed to conventional method in Mathematics and Basic Science; it also showed that students preferred hands-on approach (activity-oriented to conventional (pen and paper) method.

Conclusion

Early skills in alphabetic serve as strong predictors of reading success, while later deficits in alphabetic is the main source of reading difficulties. It is observed that most of our children cannot identify letter. This disturbing phenomenon is not without its many negative implications especially given the fact that letter identification correlates reading and writing achievement. The slow and poor performances of preschoolers in letter identification have been attributed to the use of conventional instructional methods, and poor strategies by instructors. From the findings of this study, it can be concluded that the tactile instructional strategy was found to be effective in improving pupils' acquisition of letter skills. It was also concluded from the findings of this study that there was a significant effect of tactile instructional strategy on pupils' acquisition of letter identification skills. This implies that this strategy is effective in re-dressing the issue of pupils' difficulties in letter identification in Ikom education Zone of Cross River State, Nigeria

Recommendations

On the basis of the findings of this study, the researchers therefore make the following recommendation:

1. Since this study has revealed the effectiveness of tactile instructional strategy, teachers should integrate tactile instructional strategy into teaching letter identification in the classroom.



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2. Institution responsible for teacher preparation in early childhood education, should incorporate the use of tactile instructional strategy into their curriculum so as to equip the pre-service teachers the competencies needed in the use of this strategy.
3. State Ministries of education Boards and relevant professional associations interested in improving the literacy problems of the younger generations, should organize workshops and in-service training for teachers to make them conversant with the proper and regular use of tactile instructional strategy.

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