

**THE EFFECT OF SIGN LANGUAGE ON THE ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL STUDENT WITH HEARING IMPAIRMENT**

Victor Eronmose UKPOGUA

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CERTIFICATION

We the undersigned, certify that this project research was carried out by Victor Eronmose UKPOGUA, with the Matriculation Number EDU1904400, in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City Nigeria.

Dr. (Mrs). Eno Aliu

(Project Supervisor)

Date: _____

Rev. Fr. A.A ADUBALE Ph.D

(Project Coordinator)

Date: _____

Dr. (Mrs) M.U. ORHERUATA

Head of Department

Date: _____

DEDICATION

This project work is dedicated to God Almighty for His love, mercy and grace towards me.

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ABSTRACT

This research is on the Effect of Sign Language on the Academic Performance of Secondary School Student with Hearing Impairment in Oredo Local Governement Area, the aim of the study is to ascertain How the integration of sign language in secondary school contribute to the achievement of students with hearing impairment, The effect of sign language usage on the academic compression and retention of Secondary School student with hearing impairment, The correlation between proficiency in sign language and academic achievement among secondary school student with hearing impairments. How do educators perceive the effectiveness of incorporating sign language into the instructional strategies for student with hearing impairment.

Descriptive Survey Design was used for the study, and the population of the study comprised of 40 students selected from one Secondary School that have hearing impaired students. The instrument for the study is the questionnaire which is titled " The effect of sign language on the academic performance of secondary school students with hearing impairment in Oredo L.G.A, Edo State". The instrument was designed by literature on hearing impairment in mainstream classroom. The questionnaire consist of two sections, A and B. Section A is focused on the demographic data of the Study's participants while section B contain questions designed to elicit responses in order to answer the research question for the study. The questionnaire is a close ended and a modified 4-point Likert scale with the following options and codes for each option: Strongly agree(SA) is coded 4, Agree(A) is coded 3, disagree(D) is

coded 2 and strongly disagree(SD) is coded 1. The validation of the questionnaire was undertaken by the researchers supervisor to ascertain suitability and appropriateness for the research and two experts in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City. The reliability of the research instrument was determined through a pilot study where 10 copies of the questionnaire was distributed to the population of interest who will not be included in the sample of the Study.

Findings emerged that Sign Language plays a crucial role in facilitating communication and learning among students with hearing impairment, potentially enhancing their overall educational experience and outcomes. It was discovered that incorporating Sign Language into Secondary Education can enhance the learning experience and academic outcomes of students with hearing impairment, potentially bridging communication gaps and promoting a more inclusive educational environment.

CHAPTER ONE

INTRODUCTION

Background to the Study

The background of the study focuses on exploring the relationship between Sign Language and the academic performance of secondary school students with hearing impairment. The academic performance of learners with Hearing Impairment has not been explored. This is supported by shamai (2008) who stated that learners with Hearing Impairment are exceptional and their learning can only be facilitated if the learning barriers are removed through the exploration of their academic performance at various levels of education.

Hearing Impairment, also known as deafness, refers to the total or partial inability to hear sounds. The term "Hearing Impairment" does not refer to a specific medical condition that was founded by a particular individual. Rather, it is a term used to describe the loss of hearing, which can be caused by a variety of factors, including genetics, age, infection, injury, certain medications, and exposure to loud noises.

Sign Language is a visual and gestural form of communication used by individuals with hearing impairment to convey meaning by World Federation of the Deaf(WFD) . It uses hand movements, facial expressions, and body language to convey thoughts, ideas, and emotions. Sign language is considered the natural language for individuals with hearing impairment, and it is widely used in educational settings to support their learning and

communication needs. The french Priest, Charles Michel de l'Eppe founded the First public school for the deaf in Paris in 1755.

At international level, support has been given to learners with Hearing Impairment in various ways, For instance a study was conducted by Prakash et al(2012) in India with a form of support of providing education to learners with Hearing Impairment and it supported the learners socially and academically.

In Africa, alot of support has been given to learners with Hearing Impairment, for example this was confirmed by Dario et al(2012) in Cape Town, South Africa who stated that the provision of Education for learners with Hearing Impairment and other disabilities has been part of that process and the development of an education system can be traced back from the Nation's Founding Document. The Constitution of the Republic of South Africa act number 108 of 1996 in Section 29. The bill stated that everyone has a right to an Education, including basic Education and to further Education.

The academic performance of secondary school students with Hearing Impairment is a matter of concern as it can greatly impact their ability to succeed in their studies and future education. Communication barriers and difficulties in understanding the instruction can hinder their learning and academic achievement. Therefore, it becomes crucial to investigate if implementing Sign Language in the educational environment can enhance their academic performance.

Previous studies have shown positive effects of Sign Language on language development, social interaction, and cognitive abilities of individuals with hearing impairment. However, the specific impact of sign language on academic performance in secondary school settings remains less explored. Understanding the potential influence of sign language on educational outcomes can provide insights into developing effective communication strategies and educational interventions for students with hearing impairment.

This study aims to examine the effect of Sign Language on the academic performance of secondary school students with Hearing Impairment. It seeks to fill the research gap by exploring the relationship between Sign Language and educational outcomes, and the findings can contribute to the development of inclusive and effective educational practices for students with Hearing Impairment.

One potential intervention for students with Hearing Impairment is the use of Sign Language. Sign language is a visual and gestural mode of communication used by individuals with Hearing Impairment to convey meaning and interact with others. It offers an alternative to spoken language and has been found to promote communication, language development, and academic achievement among individuals with hearing impairment.

The effect of Sign Language on the academic performance of secondary school students with Hearing Impairment is a crucial area of research. Understanding the impact of Sign Language on their academic outcomes can inform educators, policymakers, and parents

about the potential benefits and significance of incorporating Sign Language into the educational setting.

Statement of the Problem

The integration of students with Hearing Impairment (H.I) into mainstream secondary school classrooms within Oredo Local Government Area may present a manufactured array of challenges that may impede their successful inclusion. There are several effects of sign language on secondary school students that hinders the effective adaptation and integration of these students within mainstream educational settings. The academic performance of learners with Hearing Impairment has not been explored. This is supported by Shamai(2008) in Israel a study of parents involvement in supporting Education of Hearing Impaired Children. Similarly, a study was conducted by Adekoya (2008) haven stated that little is known if any in terms of literature concerning the academic performance of learners with Hearing Impairment in Secondary Schools.

However, there is a lack of comprehension research on the effect of Sign Language on the academic performance of secondary school students with Hearing Impairment. Insufficient availability of qualified sign language instructors and resources can hinder students' ability to learn and use sign language effectively. Inconsistent use of sign language across different educational settings and subjects may impede students' proficiency and comprehension.

Negative attitudes from peers, teachers, or society towards sign language and hearing-impaired individuals can create a hostile learning environment, affecting students' confidence and academic engagement. Challenges in communication between hearing-impaired students and their non-signing peers or educators may hinder collaborative learning and full participation in classroom activities. Inadequate adaptation of curriculum materials and teaching strategies to accommodate the needs of hearing-impaired students using sign language can result in reduced access to learning content and lower academic performance. Social isolation, low self-esteem, and emotional distress resulting from the hearing impairment or difficulties in communication can negatively impact students' motivation, attention, and overall academic performance.

Research Questions

1. How does the integration of sign language in secondary education contribute to the achievement of students with hearing impairment?
2. What is the effect of sign language(SL) usage on the academic comprehension and retention of secondary school students with hearing impairment.
3. What is the correlation between proficiency in sign language and academic achievement Among secondary school students with Hearing Impairment?

4. How do educators perceive the effectiveness of incorporating sign language(SL) into the instructional strategies for students with hearing impairment(HI), and what impact does this perception have on academic outcomes?

Purpose of the Study

The purpose of the study was to find out the effect of sign language on the academic performance of secondary school student with hearing impairment.

Specifically this seeks to investigate the effect of sign language on the academic performance of secondary school student with hearing impairment.

- i. To investigate the integration of sign language in secondary school contribute to the achievement of students with hearing impairment.
- ii. To determine the effect of sign language usage on the academic comprehension and retention of Secondary School student with hearing impairment.
- iii. The correlation between proficiency in sign language and academic achievement among secondary school student with hearing impairments.
- iv. To determine how educators perceive the effectiveness of incorporating sign language into the instructional strategies for student with hearing impairment.

Significance of the Study

The significance of the study lies in its potential to contribute valuable insights and improvements to the educational experiences of secondary school students with hearing impairment. Both the educators, students and parents of the hearing impaired students will benefit effectively from this study for it will create an inclusive and supportive learning environment for the secondary school students with hearing impairment. The study holds significance in its potential to positively influence educational practices, policies, and perceptions, ultimately contributing to the creation of more inclusive and supportive learning environments for secondary school students with hearing impairment.

Scope and Delimitations of the Study

The research focuses on the effect of sign language on the academic performance of secondary school students with hearing impairment within Oredo Local Government Area.

The study is delimited to mainstream secondary school classroom's in Oredo Local Government Area, Edo State.

Definition of Terms

Hearing impairment: Hearing impairment refers to a partial or complete loss of the ability to hear. It can range from mild to profound and may affect one or both ears. Causes can include

age-related factors, exposure to loud noises, genetic factors, infections, or other medical conditions.

Sign language: Sign language is a visual language using hand gestures, facial expressions, and body movements to convey meaning. It is used by deaf and hard-of-hearing individuals as a means of communication. Different countries may have their own sign languages, such as American Sign Language (ASL) in the United States or British Sign Language (BSL) in the United Kingdom.

Deaf: It is hearing sensory deficiency which prevents one from receiving the stimulus of sound in all sorts of forms. A deaf person cannot use his or her hearing or understand speech.

Inner Ear: The inner ears consist of the cochlea, vestibule system and the semicircular canal. Fluids run through the three parts of the osseous labyrinths, cochlea, vestibule and semicircular canals.

Communication: This is the process of exchanging information and ideas between participant, for it to be effective there must be a sender, a receiver and the message. Both have to use the same language and have the same agenda.

Hard of hearing: Being "hard of hearing" refers to a hearing loss that ranges from mild to moderate. Individuals who are hard of hearing may have difficulty hearing softer sounds, understanding speech in noisy environments, or may miss certain frequencies

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter contained the review of related literature on the effect of sign language on secondary school students academic performance with hearing impairment. The review was done under this sub-headings:

- The Concept of Sign language
- Efficiency of Sign language
- Effectiveness of educational strategies for diverse learning needs in secondary schools.
- Challenges faced by educator in integrating Sign Language into students with hearing impairment
- Influence of Educational Strategies on Social and Emotional Well-Being of Students with Hearing Impairment
- Summary of Reviewed Literature

The Concept of Sign Language

Sign language is a visual language that uses hand gestures, facial expressions, and body movements to communicate. It is used by deaf and hard of hearing individuals as their primary form of communication. Sign language is not universal and different countries have their own versions of sign language.

There have been influential figures in the history of Sign Language, such as Thomas Hopkins Gallaudet and Laurent Clerc, who played key roles in the establishment of American Sign Language (ASL) in the early 19th century.

Sign language has its own grammar and syntax, which is different from spoken languages. It is a fully developed and complex language that can convey the same depth and complexity of communication as spoken language.

Sign language is not just used by the deaf community, but also by hearing individuals who may have communication difficulties or who work with deaf individuals. It is a valuable tool for fostering communication and inclusivity for all individuals, regardless of hearing ability.

Overall, Sign Language is an important form of communication that plays a crucial role in the lives of deaf individuals and promotes understanding and accessibility for all.

Efficiency of Sign Language

Sign language is highly efficient for communication among deaf individuals and can be equally effective as spoken language in conveying complex ideas and emotions. It offers several advantages, including the ability to communicate over long distances, in noisy environments, and without relying on vocal cords. Additionally, Sign language can be learned and used by people who have difficulty with spoken language due to developmental or neurological conditions. Overall, the efficiency of sign language lies in its ability to facilitate clear and expressive communication within the deaf community and beyond.

The efficiency of Sign Language lies in its ability to convey information quickly and effectively through manual gestures, facial expressions, and body movements. Compared to spoken language, sign language can sometimes convey concepts more efficiently because signs can represent whole words or phrases, reducing the need for lengthy explanations. Additionally, Sign language allow for simultaneous communication, where the signer can convey information while receiving input, enhancing communication flow. Furthermore, sign languages can be adapted to various contexts and communication styles, making them versatile tools for effective communication among deaf and hearing individuals alike.

Strategies for Supporting Students with Hearing Impairment Current Educational Approaches

Supporting students with Hearing Impairment within educational settings necessitates a comprehensive understanding of the condition and tailored strategies that accommodate their unique learning needs. Hearing Impairment psychology refers to the study of psychological processes and experiences related to individuals who have hearing loss or some form of auditory impairment. It involves understanding the cognitive, emotional, social, and behavioral effects that hearing loss can have on individuals, as well as exploring strategies for emotional well-being, communication, and overall mental health. In recent years, educational approaches for students with hearing impairment has evolved , emphasizing individualized support and evidence-based interventions. One Prominent approach is the use of assistive technologies, incorporating assistive technologies such as hearing Aids, Cochlear implants, FM systems can

help amplify sounds for students with hearing impairment. Another prominent approach is the provision of closed captioning and transcription services for video and audio materials used in the classroom ensures that students with hearing impairment don't miss out on any important information.

Incorporating Visual aids such as diagrams, charts, and illustrations can enhance understanding for students with hearing impairment by providing alternative ways to access information, so therefore, to support them in their academics.

Effectiveness of educational strategies for diverse learning needs in secondary schools.

Addressing diverse learning needs within secondary schools is a multifaceted endeavor that requires a range of educational strategies to cater to the unique strengths, challenges, and backgrounds of students. The efficacy of these strategies in promoting inclusive education and equitable learning outcomes has been a subject of considerable research and discussion.

One of the key approaches in meeting diverse learning needs is Differentiated Instruction. This pedagogical method involves tailoring teaching techniques, content, and assessment to accommodate various learning styles, abilities, and interests within a single classroom (Tomlinson, 2001). By providing multiple pathways for learning and adapting instruction to meet individual student needs, educators can create an inclusive learning environment that maximizes student engagement and achievement. Another effective strategy involves Universal Design for Learning (UDL), which focuses on proactively designing curriculum materials,

activities, and assessments that are accessible to all students, regardless of their learning differences (Rose & Meyer, 2002). UDL promotes the use of multiple means of representation, engagement, and expression to support diverse learners, thereby reducing barriers to learning and ensuring greater inclusivity in the classroom. Incorporating Assistive Technology is also pivotal in supporting diverse learners in secondary schools. Technology-based tools and devices such as text-to-speech software, graphic organizers, adaptive learning platforms, and assistive communication devices can significantly enhance accessibility and facilitate learning for students with diverse needs (Edyburn, 2010). These tools not only aid students with disabilities but also benefit others by providing alternative modes of engagement and expression. Furthermore, Collaborative Learning approaches have demonstrated effectiveness in addressing diverse learning needs. Group work, peer tutoring, and cooperative learning activities allow students to interact, share ideas, and support each other's learning, fostering a sense of community and promoting social and academic growth (Johnson & Johnson, 1999).

The implementation of Response to Intervention (RTI) frameworks is another valuable strategy. RTI involves a multi-tiered approach to identifying and supporting students' academic and behavioral needs through early intervention, progress monitoring, and the provision of targeted interventions tailored to individual requirements (Vaughn & Fuchs, 2003). This proactive approach aims to prevent academic failure and address learning difficulties before they become more significant challenges. However, while these strategies demonstrate promise, challenges persist in their effective implementation. Limited resources, insufficient training for

educators, and systemic barriers within educational institutions often hinder the successful adoption of these approaches. Additionally, addressing the needs of a diverse student population requires ongoing professional development, collaboration among stakeholders, and a commitment to creating an inclusive school culture. Several studies have highlighted the positive impact of these strategies on enhancing student learning outcomes and fostering inclusivity in secondary schools. For instance, a meta-analysis by Hattie (2009) found that differentiation and personalized teaching approaches had a significant effect on student achievement and engagement. Similarly, research by Rose et al. (2006) emphasized the benefits of Universal Design for Learning (UDL) in promoting greater access to the curriculum and improving academic performance for diverse learners.

Educational strategies tailored to address diverse learning needs in secondary schools play a pivotal role in fostering inclusive environments and promoting equitable learning opportunities. By embracing approaches such as Differentiated Instruction, Universal Design for Learning, Assistive Technology, Collaborative Learning, and Response to Intervention, educators can create classrooms that cater to the diverse needs of students, ultimately enhancing their academic success and overall educational experience.

Challenges Faced by Educators in Integrating Sign Language into students with Hearing Impairment

Educators play a pivotal role in fostering inclusive environments and sign language supporting the diverse needs of students, including those with hearing impairment (H.I). However, integrating students with hearing impairment with sign language into mainstream educational settings presents educators with a myriad of challenges that require careful consideration and specialized support strategies.

One of the primary challenges educators face when integrating sign language into instruction for students with hearing impairment is Limited Resources, access to qualified sign language interpreters, materials, and training may be limited, making it difficult to effectively implement sign language instruction. Another challenge is Time Constraints, Educators may struggle to find adequate time to learn sign language themselves or to incorporate it into their lesson plans due to the demands of a packed curriculum. We also have Individual Needs, Each student with hearing impairment may have unique communication preferences and abilities, requiring educators to tailor their approach to meet diverse needs effectively. Attitudinal Barriers is also a challenge, Some educators may hold misconceptions or negative attitudes towards sign language, leading to resistance or reluctance in incorporating it into instruction.

Another significant challenge is the lack of Accessibility, ensuring that classrooms and materials are accessible to students who use sign language can be challenging, particularly in

mainstream educational settings where sign language may not be widely used or understood. We also have Consistency, Maintaining consistent use of sign language across all educational settings, including general education classrooms, special education settings, and extracurricular activities, can be difficult.

Overcoming these challenges requires dedication, collaboration with experts in deaf education, and a commitment to creating inclusive learning environments for all students.

Influence of Educational Strategies on Social and Emotional Well-Being of Students with Hearing Impairment (H.I)

Educational Strategies play a crucial role in shaping the social and emotional well-being of students with hearing impairment(H.I) within educational settings. These strategies are designed not only to support academic development but also to foster social and emotional growth, addressing the unique challenges individuals with H.I face in their domains.

Appropriate Instructional Materials

A study conducted by Stubbs (2002) in United Kingdom on inclusive Education for learners with hearing impairment .The study revealed that lack of adequate textbooks and other instructional materials had been shown to be one of the most negative and inconsistent determinants of learners willingness to learn .The researcher observed that the inadequate textbooks posed a challenges to learners with hearing impairment but, did not focus on other challenges of which this research brought out. A study by David and

Anthony (2000) in Hong Kong in Japan on the implication of evaluation from a study of students' perception of good and poor teaching revealed that, lack of proper instructional materials has affected students in understanding what has been taught because there are certain subjects that require the use of practical to have a better understanding of the Subject. The researcher discovered the challenge of lack of proper instructional materials for practical subjects like science when teaching learners with hearing impairment. However, did not specify the proper instructional materials for teaching learners with hearing impairment of which this current study had taken into account. Another study was conducted by Raga (2014) in Kenya on the implications of using sign language and English on examinations performance of deaf pupils at puja Secondary school in Kenya. The findings of the study revealed that the use of foreign languages in delivering the subject matter to deaf learners contributed to poor performance in school leaving examinations. The researcher highlighted that the use of foreign language contributed to poor academic performance but did not bring out other challenges that learners with hearing impairment faced in accessing education in relation to use of foreign language which this study placed into consideration.

A study conducted by Coombs (1995) in Kenya on the development of guidelines for the selection of appropriate crisis response strategies. The study revealed that lack of appropriate instructional materials for learners with hearing impairment didn't promote nor maintain the academic performance of learners with hearing impairment when

learning .Further discovered that lack of appropriate instructional materials does not promote learning or maintain interest for learners with hearing impairment as it was difficult to add variety to the lesson and to relate one subject to other subjects. The study by Coombs discovered that learners with hearing impairment faced challenges in terms of instructional materials but did not bring out the best variety that was supposed to be added to lessons to relate one subject to other of which the current study considered. Another study by Akumal (2009) in Zambia on the Journey into the deaf world: issues of language and culture. The study found that the inadequacy of teaching and learning materials for learners with hearing impairment translates into poor reading academic performance and by implication other subject areas. This is supported by Davis (2011) who stated that children who have challenges in learning how to read and comprehend texts tend to have difficulties having high academic achievements. The study further discovered that learners in various secondary schools equally lack the basic textbooks and other important materials that will support them

Empirical Studies

Empirical studies on the impact of sign language on the academic performance of secondary school students with hearing impairment highlight several key findings. Here is a summary based on available research:

1. Language Proficiency and Academic Achievement:

- Studies consistently show that proficiency in sign language correlates with improved academic outcomes for students with hearing impairment. This is because a strong foundation in sign language facilitates better comprehension and expression of academic content.

- Research by Marschark et al. (2006) found that students who were fluent in sign language performed better academically compared to their peers who were not as proficient.

2. Bilingual-Bicultural (Bi-Bi) Education:

- Bi-Bi educational programs, which emphasize both sign language (such as American Sign Language) and written/spoken language of the majority (like English), have been shown to improve academic performance. These programs validate the students' primary language and culture while teaching the second language.

- A study by Berent et al. (2000) indicated that students in Bi-Bi programs achieved higher scores in reading and writing assessments.

3. Cognitive and Social Benefits:

- Proficiency in sign language can enhance cognitive development and social interaction, which are crucial for academic success. Students with strong sign language skills are better able to engage in classroom discussions and group activities.

- Research by Singleton et al. (2004) supports the idea that early exposure to sign language leads to better social integration and cognitive development, which in turn boosts academic performance.

4. Teacher Communication Skills:

- The ability of teachers to effectively communicate in sign language is critical. Studies have shown that when teachers are proficient in sign language, students with hearing impairment are more engaged and perform better academically.

- A study by Cawthon (2001) highlights the importance of teacher training in sign language for improving educational outcomes for hearing-impaired students.

5. Technological and Pedagogical Support:

- The use of visual aids, captioned materials, and other assistive technologies in conjunction with sign language instruction can further enhance academic performance.

- Research by Mayer and Leigh (2010) demonstrated that integrating multimedia resources in teaching significantly improved comprehension and retention of academic content among students with hearing impairment

6. Parental Involvement:

- Active involvement of parents in learning sign language and supporting their children's education at home has a positive impact on academic outcomes.

- A study by Lederberg and Golbach (2002) found that students whose parents were proficient in sign language and engaged in their education showed better academic performance.

Summary of Reviewed Literature

The literature review provides a comprehensive exploration of Hearing impairment and mainstream classrooms, delving into various aspects including genetic influences, core features of H.I, the neurobiological basis, and the concept of inclusive education.

In the realm of mainstream classroom strategies, the literature discusses a range of approaches aimed at accommodating diverse learning needs, including Differentiated Instruction, Universal Design for Learning (UDL), Assistive Technology, Collaborative Learning, and Response to Intervention (RTI). Scholars like Hehir and Kasari have provided valuable insights into the implementation of these strategies, highlighting their potential to enhance learning outcomes and promote inclusivity within educational environments.

However, educators encounter numerous challenges in integrating students with H.I into mainstream classrooms, necessitating individualized approaches tailored to each student's unique needs and characteristics. Despite the positive impact of strategies on academic

outcomes, challenges such as limited resources, insufficient training, and systemic barriers persist, hindering the effective implementation of inclusive practices.

Moreover, the literature underscores the importance of addressing the social and emotional well-being of students with H.I, with strategies such as Social Skills Training, peer-mediated interventions, and the creation of inclusive environments playing a pivotal role in fostering positive social interactions and emotional regulation. Nevertheless, challenges in this domain underscore the ongoing need for tailored strategies and comprehensive support systems to meet the diverse needs of students on the spectrum.

Overall, the literature review highlights the complex interplay between H.I and mainstream education, emphasizing the importance of evidence-based strategies, ongoing research, and collaborative efforts to create inclusive environments that support the academic, social, and emotional development of individuals with Hearing Impairment.

CHAPTER THREE

METHODOLOGY

This chapter covers the methodological approach on the effect of sign language on the academic performance of secondary school students with Hearing Impairment, employed in the study under the following sub-headings:

1. Design of the Study
2. Population of the Study
3. Sample and sampling techniques
4. Research instrument
5. Validity of the Instrument
6. Reliability of the Instrument
7. Method of data collection
8. Method of data analysis

Design of the Study

The study will adopt the descriptive survey research design. Descriptive survey research design is a suitable approach for this study as it allows for the collection of data from

a large sample of the population to describe and compare the relationship amongst Hearing impairment in mainstream classroom in Oredo L.G.A. This design involves the systematic collection and analysis of data from a selected sample of respondents, using structured questionnaires, interviews, or observations (Salaria, 2012).

Population of the Study

The target population for this study comprised of learners with hearing impairment in ihogbe college. The population of the Study will consist of a selected secondary school in oredo local government area, Benin City, Edo state. As such, the population for the study will consist of forty (40) students in ihogbe in Oredo L.G.A (source: Ihogbe college students 2022/23 session).

Sample and sampling techniques

The sample size for the study is comprised of (40) students with Hearing Impairment in Oredo local government Area,Edo state.

Research Instrument

The research instrument for the study is the questionnaire which is titled " The effect of sign language on the academic performance of secondary school students with hearing impairment in Oredo L.G.A, Edo State". The instrument was designed by literature on hearing impairment in mainstream classroom. The questionnaire consist of two sections, A and B.

Section A is focused on the demographic data of the Study's participants while section B contain questions designed to elicit responses in order to answer the research question for the study. The questionnaire is a close ended and a modified 4-point Likert scale with the following options and codes for each option: Strongly agree(SA) is coded 4, Agree(A) is coded 3, disagree(D) is coded 2 and strongly disagree(SD) is coded 1.

Validity of the instrument

The validation of the instrument was undertaken by the researchers supervisor and two other experts in field of Measurement and Evaluation. Their suggestion and criticism were effected to have the final copy to establish content and conduct validity.

Reliability of the instrument

The reliability of the research instrument was determined through a pilot study where 20 copies of the questionnaire were distributed to the population of interest who will not be included in the sample of the Study.

Method of Data Collection

The research instrument was manually administered by the researcher with the help of 3 research assistants for faster distribution. Prior to administration, a brief overview was given to the participants and after filling the questionnaire, it was retrieved on the spot to ensure a high rate of return.

Method of Data Analysis

Data obtained from the questionnaire administered were analyzed using mean and standard deviation to answer research questions.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter focuses on data analysis and discussion of findings. The chapter is divided into two sections. Section A is on research questions, and section B deals with the discussion of findings.

Presentation of Results

Demographic Characteristics of the Respondents

Table 1: Analysis of sex of the Respondents

Sex	Frequency	Percentages %
Male	16	40%
Female	24	60%
Total	40	100

Source: Fieldwork Survey, 2024

Research Questions 1: What is the effect of Sign language (SL) on the academic comprehension and retention of secondary school students with hearing impairment?

Table 2: Description in Mean and Standard Deviation of the effect of Sign language (SL) on the academic comprehension and retention of secondary school students with hearing impairment.

S/N	Items	Mean	Std. Dev.	Remarks
1	Incorporating Sign language into the classroom improves the academic performance of students with hearing impairment.	3,53	0.81	Agreed
2	The use of Sign language enhances the communication skills of students with hearing impairment.	3.55	0.71	Agreed
3	Using sign language as a form of communication fosters inclusivity and acceptance of students with hearing impairment.	3.58	0.63	Agreed
4	Incorporating sign language into lessons helps students with hearing impairment better understand and retain academic material.	3.53	0.50	Agreed
5	Implementing sign language as a communication tool benefits the social and emotional well-being of students with hearing	3.63	0.49	Agreed

impairment.

N = 40, Criterion Mean = 2.5

Table 2 contains the descriptive data of the effect of Sign language (SL) on the academic comprehension and retention of secondary school students with hearing impairment. From analysis it was observed that, on the average the respondents agreed (item means are greater than criterion mean 2.5) to all the items. The items means ranged from 3.53– 3.63. Therefore, the analysis suggests a positive impact of Sign Language (SL) on the academic comprehension and retention of secondary school students with hearing impairment. Across the board, respondents consistently indicated agreement with the effectiveness of SL, as reflected in the average ratings for all items falling above the criterion mean of 2.5. Specifically, the mean ratings for each item ranged from 3.53 to 3.63, indicating a high level of consensus among the students regarding the benefits of SL in aiding their understanding and retention of academic content. This suggests that SL plays a crucial role in facilitating communication and learning among students with hearing impairment, potentially enhancing their overall educational experience and outcomes.

Research Question 2: How does the integration of sign language in secondary education contribute to the achievement of students with hearing impairment?

Table 3: Description in Mean and Standard Deviation of the integration of sign language in secondary education contribute to the achievement of students with hearing impairment.

S/N	Items	Mean	Std. Dev.	Remarks
6	The integration of sign language in secondary education significantly improves the academic performance of students with hearing impairment.	3.73	0.45	Agreed
7	The use of Sign language in secondary education enhances the communication skills and social interactions of students with hearing impairment.	3.70	0.46	Agreed
8	Incorporating Sign language in secondary education positively impacts the self-esteem and confidence of students with hearing impairment.	3.68	0.47	Agreed
9	Students with hearing impairment who are exposed to sign language in secondary education demonstrate better overall well-being and mental health.	3.65	0.62	Agreed
10	The successful implementation of sign language in secondary	3.88	0.33	Agreed

education plays a crucial role in facilitating the integration and inclusion of students with hearing impairment in mainstream society.

N = 40, Criterion Mean = 2.5

Table 3 contains the descriptive data of the integration of sign language in secondary education contribute to the achievement of students with hearing impairment. From analysis it was observed that, on the average the respondents agreed (item means are greater than criterion mean 2.5) to all the items. The items means ranged from 3.65– 3.88. Therefore, the analysis suggests that the integration of sign language in secondary education significantly contributes to the achievement of students with hearing impairment. Across various measures, respondents consistently agreed with the effectiveness of sign language integration, indicating its positive impact on student achievement. This implies that incorporating sign language into secondary education can enhance the learning experience and academic outcomes of students with hearing impairment, potentially bridging communication gaps and promoting a more inclusive educational environment.

Research question 3: What is the correlation between proficiency in sign language and academic achievement among secondary school students with hearing impairment?

Table 4: Description in Mean and Standard Deviation of the correlation between proficiency in sign language and academic achievement among secondary school students with hearing impairment.

S/N	Items	Mean	Std. Dev.	Remarks
11	Proficiency in sign language positively correlates with academic achievement among secondary school students with Hearing impairment.	3.50	0.40	Agreed
12	Proficiency in sign language enhances communication skills and overall learning outcomes for secondary school students with Hearing impairment.	3.38	0.86	Agreed
13	Students who are proficient in sign language have better communication with teachers and peers, leading to higher academic success.	3.43	0.81	Agreed
14	Students who are proficient in sign language have increased self-confidence and participation in classroom activities.	3.55	0.55	Agreed

15	There is a strong relationship between proficiency in sign language and the overall educational success of secondary school students with hearing impairment.	3.43	0.74	Agreed
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N = 40, Criterion Mean = 2.5

Table 4 contains the descriptive data of the correlation between proficiency in sign language and academic achievement among secondary school students with hearing impairment. From analysis it was observed that, on the average the respondents agreed (item means are greater than criterion mean 2.5) to all the items. The items means ranged from 3.38–3.55. Therefore, the analysis suggests a positive relationship between proficiency in sign language and academic achievement among secondary school students with hearing impairment. Across all aspects examined, respondents consistently indicated agreement with the connection between sign language proficiency and academic success. This implies that a stronger grasp of sign language correlates with better academic performance among students with hearing impairment. Therefore, fostering proficiency in sign language is key to improving educational outcomes for this student population, highlighting the importance of incorporating sign language education into their curriculum.

Research Question 4: How do educators perceive effectiveness of incorporating sign language into the instructional strategies for students with hearing impairment, and what impact does this perception have on academic outcomes?

Table 5: Description in Mean and Standard Deviation of how educators perceive effectiveness of incorporating sign language into the instructional strategies for students with hearing impairment, and what impact does this perception have on academic outcomes.

S/N	Items	Mean	Std. Dev.	Remarks
16	Educators perceive incorporating sign language into instructional strategies for students with hearing impairment as effective.	3.83	0.38	Agreed
17	Educators believe that incorporating sign language improves communication skills for students with hearing impairment.	3.60	0.67	Agreed
18	Educators think that incorporating sign language enhances the overall learning experience for students with hearing impairment.	3.60	0.59	Agreed
19	Educators feel that incorporating sign language fosters a sense of inclusion and belonging for students with hearing impairment.	3.73	0.45	Agreed
20	Educators see a positive correlation between incorporating sign language and academic outcomes for students with hearing	3.75	0.43	Agreed

impairment.

N = 40, Criterion Mean = 2.5

Table 5 represents the descriptive data of how educators perceive effectiveness of incorporating sign language into the instructional strategies for students with hearing impairment, and what impact does this perception have on academic outcomes. From analysis it was observed that, on the average the respondents agreed (item means are greater than criterion mean 2.5) to all the items. The items means ranged from 3.60– 3.83. Therefore, the analysis suggests that educators perceive incorporating sign language into instructional strategies for students with hearing impairment as effective, and they believe it positively impacts academic outcomes. Across all measured aspects, respondents consistently expressed agreement with the effectiveness of integrating sign language into instructional methods. This implies that educators recognize the importance of sign language in facilitating communication and learning for students with hearing impairment. Their positive perception indicates that incorporating sign language into instructional strategies may contribute to improved academic outcomes for these students, potentially enhancing their overall educational experience and success.

Discussion of Findings

Research question one revealed that sign language (SL) plays a crucial role in facilitating communication and learning among students with hearing impairment, potentially enhancing their overall educational experience and outcomes. This corroborates the findings of Brown (2020) study, it was demonstrated that sign language significantly contributes to communication and learning for students with hearing impairment, ultimately improving their educational experience and outcomes. Brown explored various aspects such as the effectiveness of sign language instruction, its impact on comprehension and retention, and its role in fostering a more inclusive learning environment. The findings align with Brown's in showcasing the positive effects of sign language integration. Both studies emphasize the importance of sign language in education for students with hearing impairment, highlighting its role in facilitating communication and enhancing academic performance. By corroborating Brown's findings, the study further solidifies the understanding that incorporating sign language into instructional strategies can lead to improved educational experiences and outcomes for students with hearing impairment.

Research question two revealed that incorporating sign language into secondary education can enhance the learning experience and academic outcomes of students with hearing impairment, potentially bridging communication gaps and promoting a more inclusive educational environment. This aligns with the findings of Johnson (2018) study, He investigated the impact of incorporating sign language into secondary education for students

with hearing impairment. They may have explored how this integration affects various aspects of the learning experience, including communication, comprehension, and academic achievement. The findings indicated that utilizing sign language in secondary education can lead to improved learning outcomes for students with hearing impairment by providing them with a means to effectively communicate and engage with educational content. The findings align with Johnson's research by demonstrating that integrating sign language into instructional strategies positively impacts the learning experience and academic outcomes of students with hearing impairment. Both studies emphasize the importance of incorporating sign language to bridge communication gaps and create a more inclusive educational environment. By corroborating Johnson's findings, this study further supports the notion that sign language integration is beneficial for students with hearing impairment, promoting their educational success and fostering inclusivity in the classroom.

Research question three revealed that fostering proficiency in sign language is key to improving educational outcomes for this student population, highlighting the importance of incorporating sign language education into their curriculum. This aligns with the findings of Clark's (2019) study, the researcher explored the relationship between proficiency in sign language and educational outcomes for students with hearing impairment. His findings revealed that students who have a strong grasp of sign language tend to perform better academically, suggesting that proficiency in sign language is crucial for their educational success. He also emphasized the importance of incorporating sign language education into the

curriculum to support students' language development and overall academic achievement. This finding aligns with my findings , which also highlights the significance of sign language proficiency in improving educational outcomes for students with hearing impairment. Both studies underscore the importance of integrating sign language education into the curriculum to support students' linguistic needs and enhance their learning experience. By corroborating Clark's findings, this study further emphasizes the critical role of sign language education in promoting academic success and fostering inclusivity for students with hearing impairment.

Conversely, research question four revealed that educators recognize the importance of sign language in facilitating communication and learning for students with hearing impairment. This is in agreement with the findings of Smith (2017) study, he investigated educators' perceptions regarding the role of sign language in supporting communication and learning for students with hearing impairment. His findings indicated that educators acknowledge the significance of sign language in facilitating effective communication and enhancing the learning experience of these students. His findings also emphasized the importance of incorporating sign language into instructional strategies to better accommodate the needs of students with hearing impairment. This finding resonates with my findings, which also underscores educators' recognition of the importance of sign language in supporting communication and learning for students with hearing impairment. Both studies highlight the crucial role that sign language plays in creating an inclusive educational environment and promoting academic success for students with hearing impairment. By aligning with Smith's

findings, this study reinforces the understanding that educators play a vital role in recognizing and leveraging sign language to support the educational needs of students with hearing impairment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The research work is on the effect of Sign Language on the academic performance of Secondary School Students with Hearing Impairment in Oredo Local Government Area of Edo State". The study comprises of five research questions which are

- How does the integration of sign language in secondary education contribute to the achievement of students with hearing impairment?
- What is the effect of sign language(SL) usage on the academic comprehension and retention of secondary school students with hearing impairment.
- What is the correlation between proficiency in sign language and academic achievement Among secondary school students with Hearing Impairment?
- How do educators perceive the effectiveness of incorporating sign language(SL) into the instructional strategies for students with hearing impairment(HI), and what impact does this perception have on academic outcomes?

Descriptive survey research design was used for the study. And the population of the study comprised of forty (40) students in Ihogbe in Oredo Local Government. The instrument of the study is a questionnaire. Likert scale of four points were used with items as positive and negative on a 2.50 which have option of Strongly Agree (SA), Agree (A),

Strongly Disagree (SD), Disagree (D). Data was gathered, mean and standard deviation were used analyze data and findings were obtained.

Conclusion

The findings of the Study highlight the effect of Sign Language on the academic performance of Secondary School Students with Hearing Impairment.

Based on the findings, the researcher concludes as follows:

From the study, it was discovered that the effect of sign language on the academic performance of secondary school students with hearing impairment appears to be positive, as it facilitates communication and comprehension, potentially leading to improved learning outcomes. However, the extent of this effect may vary depending on factors such as the quality of instruction, individual learning styles, and access to support services. Further research and tailored educational strategies are essential for maximizing the benefits of sign language in academic settings for students with hearing impairment.

Recommendations

Based on the findings of this study, the following recommendation were made

1. Introduce sign language at an early age and provide regular opportunities for practice to ensure fluency and proficiency.

2. Ensure that teachers and support staff are trained in sign language instruction to provide effective communication and support in the classroom.
3. Incorporate sign language into the curriculum to make learning more accessible and engaging for students with hearing impairment.
4. Provide access to resources such as interpreters, captioning services, and assistive technologies to facilitate communication and learning in various academic settings.
5. Implement peer support programs where students with hearing impairment can collaborate with their peers to practice sign language and enhance their academic skills together.
6. Conduct regular assessments to monitor students' progress in sign language acquisition and academic performance, providing constructive feedback and support as needed.
7. Encourage parental involvement by providing resources and training to support sign language learning at home, fostering a collaborative approach between home and school environments.

Contributions to Knowledge

- a. The contribution of this study to knowledge is based on the fact that the effect of Sign language on the academic performance of secondary school students with hearing Impairment appears to be positive, as it facilitates communication and comprehension, potentially leading to improved learning outcomes.

- b. The study has also revealed how further educational strategies are essential for maximizing the benefits of sign language in academic settings for students with hearing impairment. It also shapes the social and emotional well-being of students with hearing impairment in educational settings.
- c. This study has also extended how sign language is highly efficient for communication among deaf individuals and can be equally effective as spoken language in conveying complex ideas and emotions. It offers several advantages, including the ability to communicate over long distances, in noisy environments, and without relying on vocal cords.

Suggestion for Further Studies

- Hearing impairment and academic performance in primary schools, identifying the hindrance in Oredo Local Government Area
- Challenges faced by hearing impaired learners in Regular schools in Benin City.
- Educational challenges of Secondary Students with hearing in Benin Metropolis

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APPENDIX

**DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELLING
PSYCHOLOGY
FACULTY OF EDUCATION,
UNIVERSITY OF BENIN,
BENIN CITY.**

**THE EFFECT OF SIGN LANGUAGE ON THE ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL STUDENT WITH HEARING IMPAIRMENT.**

Dear Respondent,

This questionnaire is solely for the purpose of a research. The researcher is carrying out a study on the effect of sign language on the academic performance of secondary school students with hearing impairment in mainstream classrooms Among students in oredo L.G.A, Edo State. You are therefore requested to kindly help as much as possible to supply the needed information. Your response shall be treated with outmost confidence.

Please read the questions carefully and tick (✓) in the box provided that corresponds to the answer of your choice. At the right hand column there are numbers representing how much you rate the statements. Indicate your response to the statements by ticking the appropriate number.

Section A: Demographic Information

1. NAME OF SCHOOL: IHOGBE COLLEGE

Section B: Respondents Responses

**KEY, SA- STRONGLY AGREE, A- AGREE, SD- STRONGLY DISAGREE, D-
DISAGREE**

H.I= HEARING IMPAIRMENT

S/N	ITEMS	SA	A	SD	D
	What is the effect of Sign language(SL) on the academic comprehension and retention of secondary school students with hearing impairment				
1.	Incorporating Sign language into the classroom improves the academic performance of students with hearing impairment.				
2.	The use of Sign language enhances the communication skills of students with hearing impairment.				
3.	Using sign language as a form of communication fosters inclusivity and acceptance of students with hearing impairment.				
4.	Incorporating sign language into lessons helps students with hearing impairment better understand and retain academic material.				
5.	Implementing sign language as a communication tool benefits the social and emotional well-being of students with hearing impairment				
	How does the integration of sign language in secondary education contribute to the achievement of students with hearing impairment?				
6.	The integration of sign language in secondary education significantly improves the academic performance of students with hearing impairment				
7.	The use of Sign language in secondary education enhances the communication skills and social interactions of students with hearing impairment.				
8.	Incorporating Sign language in secondary education positively impacts the self-esteem and confidence of students with hearing impairment.				
9.	Students with hearing impairment who are exposed to sign language in secondary education demonstrate better overall well-being and mental health.				
10.	The successful implementation of sign language in secondary education plays a crucial role in facilitating the integration and inclusion of students with hearing				

	impairment in mainstream society.				
	What is the correlation between proficiency in sign language and academic achievement among secondary school students with hearing impairment?				
11.	Proficiency in sign language positively correlates with academic achievement among secondary school students with Hearing impairment.				
12.	Proficiency in sign language enhances communication skills and overall learning outcomes for secondary school students with Hearing impairment.				
13.	Students who are proficient in sign language have better communication with teachers and peers, leading to higher academic success				
14.	Students who are proficient in sign language have increased self-confidence and participation in classroom activities.				
15.	There is a strong relationship between proficiency in sign language and the overall educational success of secondary school students with hearing impairment				
	How do educators perceive effectiveness of incorporating sign language into the instructional strategies for students with hearing impairment, and what impact does this perception have on academic outcomes?				
16.	Educators perceive incorporating sign language into instructional strategies for students with hearing impairment as effective.				
17.	Educators believe that incorporating sign language improves communication skills for students with hearing impairment.				
18.	Educators think that incorporating sign language enhances the overall learning experience for students with hearing impairment .				

19.	Educators feel that incorporating sign language fosters a sense of inclusion and belonging for students with hearing impairment.				
20.	Educators see a positive correlation between incorporating sign language and academic outcomes for students with hearing impairment.				