CHALLENGES FACING CHILDREN WITH HEARING IMPAIRMENT AND ITS IMPACT ON THEIR EDUCATIONAL ACHIEVEMENTS IN SPECAIL SCHOOLS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE.

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CERTIFICATION

This is to certify that this project was carried out by IBEJI EJIRO UDODIRIM with Matriculation number EDU1904344 in the Department of Educational Evaluation And Counselling Psychology, Faculty of Education, University of Benin for the requirement in partial fulfilment for the award of Bachelor of Science (Ed) Degree in Psychology Education.

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DEDICATION

This project work is dedicated to God Almighty for his abundant grace and mercy, protection and provision towards me and the completion of my project.

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ABSTRACT

This study was designed to address the challenges facing children with Hearing Impairment and its impact on their educational achievement among children in special schools in Oredo L.G.A. Edo State.

The study adopted a descriptive survey. The total population of special teachers in Oredo L.G.A is (10) teachers from Eight (8) schools for special needs children, random schools in the sampled area. A total number of 150 teachers made up the population of the study. The random sampling technique was used to select the respondents for this study. The research instrument for the study was a Questionnaire titled: “The effect of hearing impaired in educational achievement”, which was distributed to respondents and collected immediately after completion from respondents. The simple percentage and mean score was used in computing the responses of the questionnaire items. To account for the reliability of the study, the Pearson’s Product Moment Correlation Coefficient was used which gave a value of 0.566.

At the end of the study, The findings indicate a positive perception among respondents regarding the provision of various services such as counseling, placement services, assistive technology, interpreting, auditory amplification, and parental counseling and training. Children with hearing impairment are provided with these services, and they play a significant role in assisting and improving the challenges faced by children with hearing impairment and also improves the impact affecting their educational achievements.

CHAPTER ONE

INTRODUCTION

This chapter focuses on the background of the study, conceptual background, theoretical background, contextual background, empirical background, statement of problem, research objective, research questions, justification, scope of the study, significant of the study, definition of terms.

Background to the Study

Worldwide, people believe that everyone has the fundamental human right to education, regardless of their financial situation or level of physical health (Udoba, 2014). Every society's goal in education is to eliminate inequity among its people. Hornby (2004) defined education as the process of imparting knowledge, developing skills, and receiving instruction, particularly in schools or universities. When discussing the educational needs of physically challenged individuals, the term "disability" is replaced with "Special Needs Education", which refers to the learning opportunities and resources provided to people with disabilities (Mutugi, 2018).

The goal of education for kids with hearing impairments is to help them reach their full potential. Persons with Hearing Impairment formed an important segment of Nigeria Human Resource Base. They can become employers and employees, add to the economy's tax base, and develop into true social and economic assets if their potential is recognized and properly utilized. Launched in 1999, the Universal Basic Education (UBE) is a useful instrument for providing children with disabilities with the education they need to fulfill their social roles and achieve their dreams. Individuals requiring

special education encompass those who struggle with learning, development, disorders, behavior, incapacity to care for oneself, communicate, and engage with others (Linsday 2007).

Statement of the Problem

The quality of education received by children with hearing impairments at different school levels is nevertheless challenged by their repeated failures on national assessments and their repetition of academic success. Since children with hearing impairments do not perform as well in school as their hearing peers, this researcher has been motivated to look at the obstacles they confront and the impact those obstacles have on their academic success.

Higher education gives physically disabled students greater opportunities to integrate into society at large and into the workforce specifically, allowing them to live independently and with dignity.Consequently, it is important to support inclusive learning for them in educational institutions so that they can succeed academically, and this helped to advance the study.The small percentage of disabled students enrolled in postsecondary education is a severe concern. Numerous studies highlight problems with the secondary education setting and the involvement of students with impairments.Students with hearing impairments engage in the same learning process as other students. These students, however, deal with a variety of difficulties that other students do not. Some of these pupils have hearing issues, therefore in order to support their effective learning, they need very specialized equipment.

Research Question

The following research questions have been generated to help attain research objectives.

1. What are the challenges faced by children with hearing impairment in Oredo LGA of Edo State?
2. What is the level of academic achievement of students with hearing impairment in Oredo LGA?
3. Does hearing impairment affect the educational achievement of the hearing impaired in Oredo LGA?

Hypothesis

RQ4 will be hypothesized as:

1. There is no significant difference in the effect of hearing impairment on the education achievement of the hearing impaired child in Oredo LGA.

Purpose of the Study

The purpose of this study is to learn about the difficulties that children with hearing impairments encounter, how they affect their academic performance, and the degree to which hearing impairment affects academic performance.

Significance of the Study

For the general public and parties involved in intervention efforts to address the issue of children with hearing impairment, this study is essential. Additionally, this study will open up new directions for research on the education of children with special needs and contribute fresh perspectives to the body of information already available in the field of SNE (Special Needs Education).

Scope and Delimitation of the Study

The purpose of this study is to investigate and assess the obstacles that children with hearing impairments encounter in the context of their education in the Oredo Local Government Area. The study focuses on kids with hearing impairments in a certain age range. This study is restricted to Oredo Local Government Area secondary school classes**.**

Definition of Terms

- **Hearing Impairment:**This is a reference to a diminished capacity for sound perception, which can vary in severity and impact a person's ability to communicate and comprehend spoken language.
- **Special Education:** This refers to a learning environment and curriculum created especially to cater to the needs of pupils with disabilities, such as hearing loss, in order to offer them extra guidance and assistance.
- **Impact:** This refers toa noteworthy or powerful impact on something or someone.
- **Challenges:** This refers tothe difficulties or impediments that students with hearing impairments face in learning environments. These difficulties can include social obstacles, communication difficulties, and academic difficulties.
- **Educational Achievements:** It refers to the results of one's academic performance, such as grades, test scores, reaching learning objectives, and other measures of success in school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the related literature pertaining to challenges faced by children with hearing impairment and its impact on their educational achievements are discussed under the following sub-headings:

- Theoretical Framework of the Study
- Hearing Impairment
- Availability of Assistive Technology
- Challenges facing children with hearing impairment
- Socioeconomic status of family of children with hearing impairment
- Academic achievements of children with hearing impairment

Theoretical Framework

The constructivist theory, the normalizing theory, the humanization theory, the social model of disability, and the Holcomb's theory are the three theories that were consulted in order to formulate the study's goal.

The primary goal of the study is intended to be informed by the constructivist theory (1939). Constructivism is an approach that places a strong emphasis on how actively students construct their own understanding and make meaning of the material. Learner-centered, constructivist instruction involves students actively creating their own knowledge rather than just being passive recipients of it. Constructivist perspectives can be classified as social or psychological. While social constructivist theories like Vygotsky give students opportunity to learn through social constructivist theories like Vygotsky give students opportunity to learn through social interaction in the construction of knowledge

and understanding, psychological constructivist theories like Piaget teach students to construct knowledge by transforming, organizing, and reorganizing prior knowledge.

The Normalization Theory (1970) The goal of normalization is to provide people with disabilities with the same opportunities and experiences as others, including living in typical environments and engaging in typical daily activities. This theory aims to provide guidance for the study's first objective. According to this view, it is acceptable to treat persons with impairments equally and to provide them with the same opportunities (Wilmshurst and Brue, 2005). The fundamental concepts and objectives of the principles have been to promote community-based assistance for individuals with disabilities.In his 1972 book "The Principle of Normalization in Human Service," Wolf Wolfensberger initially shared his ideas on normalization. He maintained that a large number of the institutions' issues stemmed from the way they were set up and operated. Because these students were frequently seen as primitive, unruly, and incapable of learning, those who were labeled as "idiots" and "feeble minded" were removed from society and institutionalized.

The Holcomb's (1968) theory the importance of total communication (TC) is emphasized by this theory. This phrase was first used in 1968 and was created by Roy Holcomb, who was hailed as the founder of complete communication in 1967. This theory was put forth as a means of bridging the gap between an oral philosophy and a philosophy that accepted sign language.TC's initial goal was that teachers would employ the communication strategies most suited for a given child at each developmental stage. As a result, there are situations in which verbal communication may be appropriate as well as those in which other forms of communication are still appropriate and effective in different circumstances. The Integration of Various Communication Methodologies.

For example, students with hearing impairments are introduced to writing, mime, drawings, lip reading, and sign language. The entire communication paradigm holds that the learner should match the technique, not the other way around. Children with hearing impairments, for example, have specific needs, such as a limited vocabulary in sign language.

Disability and the social model (1993) This notion was inspired by the Fundamental Principles of Disability statement, which was initially released in the middle of the 1970s and maintained that the obstacles that society places in our way, rather than our physical limitations, are what truly hinder us. The social model gained momentum and developed into the central concept of the recently developed disability equality training. It also served as a means of fostering a societal awareness of disabilities and bolstered the already nascent disabled peoples' movement.Additionally, according to Hodkinson and Vickerman (2009), this theory aims to educate students about how our unwarranted isolation and exclusion from full involvement in society impose a disability on our impairment.

Contextual Background

The challenges students face in their academic lives, especially in the presence of support services. First, because it takes the translator five to ten seconds to sign what the teacher has said, deaf and hard-of-hearing students who depend on interpreters are unable to participate completely in class discussions. Thus, the lag time, also known as the time delay, prevents deaf students from having enough time to participate in class discussions before the teacher calls on a different student or switches to a different subject.Second, when teachers inadvertently obstruct their students' view by holding papers too close to their faces, turning away from the pupils to write on the chalkboard, or pacing the

room while teaching, deaf students who rely on lip reading will struggle. Third, hearing-impaired students have a unique barrier in laboratory courses that include lectures and classroom demonstrations.

History of Hearing Impairment

Hearing loss has a long history that dates back to the centuries before Christ (BC). For example, in approximately 1000 BC, a Hebrew law limited the rights of deaf people and those with hearing impairments to hold property and be married. Although this regulation shielded those with hearing loss from being harmed or cursed by others, it did not give them complete permission to take part in temple rites (AS info, 2010). During that era, prominent thinkers regarded individuals with hearing impairments as abnormal. For example, Plato believed that everyone possessed ideas and language from birth and that it took time for them to express these ideas through speech. People who were deaf or hard of hearing were therefore thought to be incapable of having rational thoughts or ideas because they were unable to speak (AS info, 2010). This belief was held between 427 BC and 347 AD.

In order to provide an inclusive education to all students, including those with disabilities or hearing impairments, as well as those who are not able to attend a regular school, King George VI Memorial School was founded in Bulawayo in 1945. Among the difficulties these students face include the fact that they need a lot of money to provide the school with the right tools for instruction, particularly when it comes to teaching practical subjects like food preparation. Certain pupils who are hard of hearing will be able to participate with the use of amplification provided by earbuds, public address systems, hearing aids, or personal FM transmitter/receiver units. It is always preferable to go over the prerequisites of a class with the student and find out if there are any ways that the materials

can be adjusted to allow the student to take part in what may end up being an engaging learning opportunity for everyone.

Since the United Nations Salamanca declaration and framework for action on special needs education were released in 1994, the education of kids with special education needs has drawn attention from around the globe (UNESCO, 1994). International commitments were made to allow students with exceptional needs to attend school alongside their peers.

Three main provisions were made for the needs and protection of people with disabilities by Cameroon Law No. 83/13, Article 3, of July 1983: integration of children in regular schools, admission to special classes, and admission to specialized institutions (Protection of Disabled Persons, 2003). There were just 10 institutions in Cameroon that catered to the needs of people with disabilities as of 2003; only two of the ten are government-run. These institutions are segregated schools for more severe disabilities like visual impairments, multiple disabilities (mostly physical), deaf/hard of hearing, and behavioral disorders (Yuh & Shey, 2008).

Concept of Hearing Impairment

A hearing loss, whether it be temporary or permanent, is considered a hearing impairment, according to NDCS (2008). In addition to providing a definition, the NDCS classifies hearing impairment into four categories: mild, moderate, severe, and profound hearing loss. However, Heward (2006) explains that, depending on the average hearing level, hearing loss might be mild, moderate, severe, or profound. A pupil who is unable to use their hearing to understand speech is considered hearing impaired in the context of education. The term "hearing impairment" in this study refers to permanent hearing loss because the study dealt with severe or profound permanent hearing loss.

Concept of Education Achievement

Academic performance is evaluated based on past exam results, midterm results, and module failure (Roy, 2004; Tan & Yates, 2007). Since academic achievement is closely associated with favorable results, it is significant. It should come as no surprise that studies reveal adults with higher education levels have higher employment and salary chances (National Centre for Education Statistics, 2001). Academic achievement is significant beyond employment and pay since working Americans will require greater education to enter the technologically demanding jobs of the future (Brown, 1999). Moreover, during the next ten to twenty years, it is anticipated that the number of employment requiring a college degree would increase more than twice as quickly as those that do not (Fleetwood & Shelley, 2000; Rentner & Kober, 2001).Students who excel academically will have greater career chances than others who don't have as much schooling.

Consequently, the complete or partial incapacity to hear or comprehend sounds can be referred to as hearing impairment. According to Agyire-Tettey et al. (2017), hearing impairment is defined as the inability to hear sounds below 25 dB. It can be either permanent or fluctuating. Additionally, hearing impairment was described by Kodiango and Syomwene (2016) as the complete or partial loss of hearing capacity. An impairment in hearing, whether permanent or temporary, that impacts a child's academic achievement is another definition of hearing impairment provided by the IDEA.

Conversely, hardness of hearing and auditory system dysfunction were the definitions provided by Nordheimer and Brandl (2015). Similar to this, Quigley and Kretschmer (1998) claimed that there are many kinds of hearing impairments according to the location of the hearing loss along the auditory pathway. The first conductive hearing system and how speech is correlated with loudness and intensity. A person's ability to perceive and distinguish sounds is impacted by the second type of hearing impairment, known as sensorineural hearing loss. Dolly Bhargava, M.Spec.Ed. states that injury to one or more components of the hearing process results in hearing impairment.

TYPES OF HEARING IMPAIRMENT

People of all ages are affected by hearing loss, which has numerous causes. Sensorineural hearing loss, conductive hearing loss, and mixed hearing loss are the three main types of hearing loss.

Sensorineural Hearing Loss

Damage to the inner ear or the hearing nerve itself results in this kind of hearing loss. Usually, this loss happens when there is injury to some of the cochlea's hair cells. The most prevalent kind of hearing loss is sensorineural loss. Age, exposure to loud noises, accidents, illnesses, certain medications, or genetic conditions can all cause it. Although there are usually no medical or surgical treatments for this kind of hearing loss, many individuals who experience it find that wearing hearing aids can be helpful. There is also sudden sensorineural hearing loss under sensorineural hearing loss.

Sudden Sensorineural Hearing Loss

One may experience acute sensorineural hearing loss all at once or over a few days. Seeing an otologist (a physician who specializes in ear disorders) right away is essential. Treatment for this disease should

be delayed for at least two weeks following the onset of symptoms in order to reduce the possibility that medicine will assist resolve the issue.

It can also happen when there's a malfunction with the inner ear or hearing nerve.

Conductive Hearing Loss

Because sound waves can't reach the inner ear from the outside or middle ear, this kind of hearing loss happens there. Earwax or a foreign object lodged in the ear canal could be obstructing sound; fluid, illness, or irregular bone structure could be affecting the middle ear space; or there could have been damage to the eardrum. Medical or surgical intervention may be able to reverse conductive hearing loss in certain individuals.Children who may have recurring ear infections or who introduce strange objects into their ear canal are more likely to suffer from conductive hearing loss. anything that prevents sound waves from passing through the inner or outer ear and causing hearing loss. Surgery or medication are frequently used to treat this kind of hearing loss.

Mixed Hearing Loss

Individuals may experience a mix of sensorineural and conductive hearing loss at times. They could initially experience a sensorineural hearing loss before developing a conductive component.

An additional form of hearing loss is known as Auditory Neuropathy Spectrum Disorder, which is characterized by noises entering the ear normally but not being organized in a way the brain can understand due to injury to the inner ear or hearing nerve.

CAUSES OF HEARING IMPAIRMENT

Causes of hearing loss include:

- Damage to the inner ear: Aging and loud noise can cause wear and tear on the hairs or nerve cells in the cochlea that send sound signals to the brain. Damaged or missing hairs or nerve cells don't send electrical signals well. This causes hearing loss. Higher pitched tones may seem muffled. It may be hard to pick out words against background noise.
- Build-up of earwax: Other time, earwax can block the ear canal and keep sound waves from passing through. Earwax removal can help restore hearing.
- Ear infection or unusual bone growths or tumours: In the outer or middle ear, any of these can cause hearing loss.
- Ruptured eardrum (tympanic membrane perforation): Loud blasts of noise, sudden changes in pressure, poking an eardrum with an object and infection can cause the eardrum to burst.

Other causes of hearing loss are:

- Loud noises
- Heredity
- Head injury
- Infection
- Illness
- Certain prescription drugs
- Circulatory problems (high blood pressure)

DEGREE OF HEARING LOSS

The degree of hearing loss can range from mild to profound:

- Mild Hearing Loss: A person with a mild hearing loss may hear some speech sounds but soft sounds are hard to hear.
- Moderate Hearing Loss: A person with moderate hearing loss may hear almost no speech when another person is talking at a normal level.
- Severe Hearing Loss: A person with severe hearing loss will hear no speech when a person is talking at a normal level and only some loud sounds can be heard.
- Profound Hearing Loss: A person with a profound hearing loss will not hear any speech or loud sounds as this can also be known as stone hearing loss.

WAYS OF MANAGING HEARING IMPAIRMENT

Hearing loss is an important condition to manage proactively. Here are some ways in which hearing impairment can be managed:

- Give yourself time: If one has been given hearing aids, it is best to for one to take some time to adjust and get use to the hearing aids. Just like with glasses that one's eyes has to get use to wearing them the brain also has to adjust to the hearing aids.
- Use your hearing aids: Your hearing aids are an important way of managing one's hearing loss. Plus, wearing them can have hidden benefits you may not have considered. We recommend keeping a spare pair of hearing aid batteries with you, so you don't have to worry about your devices running out.

- Don’t be ashamed of your hearing loss: It can be embarrassing asking people to repeat themselves. Rather than let someone know you have a hearing problems, some of us simply avoid communication or social settings.
- Use assistive technology when possible: Assistive devices can make managing your hearing loss easier. Things like telephone typewriters, speech to text, vibrating alarm clocks or Bluetooth connectivity are just a few ways you can use assistive technology to your advantage.
- Use hearing protection: As the saying goes, “prevention is better than cure”. Reduce the risk of further damage to your hearing by using hearing protection.
- Keep hearing device clean and in good working order: Hearing aids are a valuable investment. It’s important to keep it in good working condition.
- Learn additional communication methods: We use much more than just words for communication. Body language, hand gestures, facial expressions, eye contact and tone of voice all play a role in communication. Although hearing loss can make communication more difficult.
- Stay on top of your hearing assessments: It’s important to stay on top of your regular hearing assessments. This will allow your hearing healthcare specialist to identify any changes to your baseline hearing and then make necessary adjustments to your hearing devices.

AVAILABILITY OF ASSISTIVE TECHNOLOGY

The phrase "assistive technology" (AT) refers to assistive, adaptive, and rehabilitative gadgets for the aged and disabled. Individuals with disabilities frequently struggle to carry out Activities of Daily Living (ADLs) on their own or even with help. ADLs are self-care tasks include using the

restroom, getting around (ambulation), eating, cleaning, dressing, grooming, and maintaining personal electronics.

When it comes to impairments that restrict one's capacity to perform activities of daily living, assistive technology can help. More independence is encouraged by assistive technology, which makes it possible for people to complete tasks that they were previously unable to complete or found extremely difficult. It does this by improving the technology itself or by altering how people engage with it. Wheelchairs, for instance, allow individuals who are unable to walk to move around independently, while assistive eating gadgets help those who are unable to feed themselves.People with disabilities can now live happier, more relaxed lives with more' social participation, 'security and control,' and a higher possibility of' reducing institutional costs without considerably raising household spending' thanks to assistive technology. Assistive technology plays a vital role in enabling students with disabilities to participate in the general education curriculum in schools. For example, students who have trouble writing on a keyboard can utilize voice recognition software instead. People who have suffered injuries that interfere with their ability to perform daily tasks and those recuperating from strokes benefit from assistive technologies.

According to Johnson, Bread & Carpenter (2007), another definition of assistive technology is "any item, piece of equipment, or product system that is either acquired commercially, modified, or customized and it is used to maintain, increase, or improve functional capability for individuals with disabilities." Instructors can assist students by teaching them how to use inexpensive, portable tools that, in most cases, can help them live more independently after high school. This will maximize their

chances of success and independence, even though they will still be pursuing their peers who are not disabled (Blackorby & Wagner, 1996).

Assistive Technology Service term include:-

A. The assessment of an individual with a disability's assistive technology needs, encompassing a functional evaluation of the supply of suitable assistive technology and services to the individual in the individual's usual surroundings;

B. Using assistive technology devices to coordinate and use appropriate therapies, interventions, or services, such as those linked to education and rehabilitation plans and programs;

C. Technical support or training for a person with a disability, or, if applicable, for their family members, guardians, advocates, or authorized representatives;

D. A service that entails increasing the accessibility of technology, particularly electronic and information technology, to people with disabilities.

The federal special education law requiring public schools to provide all children with Free Appropriate Public Education (FAPE) is known as the Individuals with Disabilities Education Act (IDEA). Schools are required to offer special education and related services to students with disabilities in order to fulfill FAPE.

When it is suitable, supplemental aids and services are those that allow children with disabilities to receive an education alongside children without disabilities in normal education classrooms or other educational settings.

The student's Individual Education Program (IEP) creator and implementer is responsible for creating and implementing an IEP if the student is determined to be eligible for special education services under the IDEA following a suitable examination. The specific education and assistance a student with a disability requires to get FAPE are described in detail in an IEP, which is a written document.

A student's requirement for assistive technology should always be taken into account by the IEP team. A student, parent, or other IEP team member should bring up the issue at the yearly IEP meeting or ask to schedule a meeting to talk about assistive technology if they feel it is not being taken into consideration. The IEP team will decide at the meeting if the student would be able to accomplish IEP goals and objectives or benefit from educational instruction with the use of assistive technology.

Assistive technology devices and services can be included in an IEP for two reasons:

1. As special education or a related services and
2. As a supplementary aid and services

Firstly, the provision of assistive technological services or devices, such as special education or associated services, should be made available to the individual in case they are required to obtain a free appropriate public education (FAPE). A voice-activated computer and instruction for both the instructor and the student on how to properly use it are two examples of assistive technology tools and services offered as part of special education programs created to suit the specific needs of a child with a

disability. Speech-language services connected to using a voice-activated computer are an example of an assistive technology service offered as a related service to help a kid benefit from special education.

Second, in order to guarantee that students receive as much instruction as feasible in a regular classroom, schools are required by the LRE requirement to offer additional aids and services. Therefore, even in cases where receiving FAPE is not directly impacted, assistive technology may be required to maintain the LRE. Assistive technology is deemed an additional aid or service in this case and ought to be included in the Individualized Education Plan (IEP) and supplied to the person. A wheelchair that enables a child to access classes and physical therapy is an example of an assistive technology device and an assistive technology service offered as an additional help and service.

Families raising a child with this kind of handicap now live on the brink of survival because to assistive technologies. For the majority of kids with hearing loss, the cost of the necessary equipment is a barrier to using assistive technologies. However, the majority of the families are making every effort to provide for their kids. This study reveals the advantages of assistive technology for children with hearing impairments. Although these children faced more challenging circumstances in their lives, assistive technology has transformed their quality of life. For kids with hearing impairments, it is very important since it makes life easier for them. However, if these assistive technologies are not available, it might prevent hearing impaired students from participating in certain activities, which can have an impact on their academic performance.

Examples of assistive technology devices are:

- Wheelchair or wheelchair ramp
- Voice-activated computer

- Telecommunication device
- Electronic note takers and cassette recorders
- Large-print books
- Switches and controls for access to equipment
- Pencil grips
- Hearing aids
- An auditory FM trainer and closed circuit TV.

Products for people who are Hearing impaired, including Assistive Tools used daily living activities, communication and other needs. Examples are:

- Wireless TV listening system
- Vibrating alarm clocks
- Doorbell with flashing lights alert
- Personal amplification system
- Portable closed captioning system
- Face-to-face dual keyboard communication system
- Amplified telephone

CHALLENGES FACING CHILDREN WITH HEARING IMPAIRMENT

Seventy million persons worldwide are estimated to be deaf, with eighty percent of them residing in developing nations, according to the World Federation for the Hearing Impaired (World Federation of the Deaf, 2020). According to the UN report on people with disabilities from 2019, those

who are physically challenged are claimed to face numerous obstacles when trying to get an education. The deaf have restricted access to education and are among the poorest of the poor, according to the World Federation of the Deaf. Many issues prevent students with special needs from participating fully in their education and preventing them from reaching their full potential. Communication hurdles, social isolation and its emotional effects, the power of sign language, inclusive education and its accessibility, creating an inclusive future, and a lack of qualified specialized teachers are some of these issues.

- The Communication Barrier: This is one of the biggest obstacles Deaf students encounter in the classroom. This barrier affects interactions with peers and teachers outside of the classroom. Children who are deaf frequently struggle to comprehend and participate completely in lessons because they have restricted access to auditory information. Their limited access to information can therefore result in academic delays. Moreover, these difficulties may worsen if educators are not informed about the unique requirements of deaf children or are not trained in their use. Inadequate training may make it difficult for teachers to modify their pedagogy to take into account students' varying communication and learning preferences. As a result, deaf pupils' potential might remain unrealized and undeveloped.
- Social Isolation and Its Emotional Effect: Education influences a person's social development in addition to imparting knowledge. This might be a double-edged sword for deaf children. Insufficient communication options can keep them apart from their hearing counterparts, which makes it challenging for them to make friends and participate in clubs, sports, and extracurricular activities. One may feel alone in traditional classroom settings since they may not offer the right atmosphere for productive conversation. Such seclusion has serious

repercussions. Because of their differences, deaf children may experience bullying and taunting, which can cause mental discomfort and low self-esteem. Isolation from others can be detrimental to their general development and emotional health.

- Access to Inclusive Education and Support Services: In order to lessen these difficulties, it is imperative that individuals have access to suitable support services. Note-takers and sign language interpreters support deaf students' successful learning and communication. These services aren't always offered, though, and sometimes instructional materials don't use them correctly. Dismantling obstacles begins with inclusive education, which guarantees equal learning and participation opportunities for all pupils. It takes more than just offering services to create an inclusive atmosphere; it also involves adopting new behaviors and attitudes and valuing the individual viewpoints and skills that every student has to offer.
- The Power of Sign Language: The widespread use of American Sign Language (ASL) is a crucial component in closing the gap in communication. ASL is more than just a language; it's a means of promoting understanding and removing barriers to communication between hearing and deaf people. We can provide the framework for a more inclusive and encouraging school environment for deaf students by advocating for ASL as a basic language.
- Creating an Inclusive Future: As we commemorate International Week of the Deaf, it's important to keep in mind that deaf children's educational obstacles are surmountable. By implementing suitable modifications, targeted assistance programs, thorough teacher preparation, and the encouragement of sign language, we can establish a setting where every kid, irrespective of their hearing capacity, may equally benefit from high-quality education and social integration.

- Insufficient Specialist Teachers: According to the most recent UN report on disabilities from 2019, nations ought to "train teachers and other education specialists to gain knowledge and experience in an inclusive education for persons with disabilities." According to a research done in Zimbabwe by Mpofu and Shumba (2012), teachers who work with people who have disabilities are woefully inadequate. They blamed the government's incapacity to train more educators to work with students who have hearing impairments for the inadequate performance of educators. They proposed that the best way to give teachers the skills and competencies they need, such sign language proficiency, is through specialized teacher training provided by postsecondary institutions and through in-service workshops.

OTHER FACTORS AFFECTING CHILDREN WITH HEARING IMPAIRMENT

There are many other factors affecting children with hearing impairment. Some of these factors are:

1. Educational Setting: Whether a student attends a mainstream school with support or a specialized school for the deaf can impact on their educational achievements.
2. Degree of Hearing Loss: The severity of the hearing impairment can significantly impact a student’s ability to hear and understand spoken language.
3. Age of Onset: Hearing loss from birth or early childhood can have different effects on language development compared to late-onset hearing loss.
4. Communication Mode: Whether a student uses sign language, spoken language, or a communication of both affects their communication and learning.

SOCIOECONOMIC STATUS OF FAMILY OF CHILDREN WITH HEARING IMPAIRMENT

The phrase "socio-economic status (SES)" describes a person's place in a society that is based on their income, occupation, and social class. It is a gauge of how well-liked they are by their peers or by themselves. It typically has to do with a person's or a group's wealth, occupation, income, and level of education. Since socioeconomic status is not well defined, various socioeconomic indices are developed for various purposes.

According to Sharma (1986), a person's socioeconomic standing is a mental construct that represents the level of self-worth that members of a society place on an individual. Thus, having a high socioeconomic status denotes having a high income, a high-status job, and suitable living arrangements; on the other hand, having a low socioeconomic status denotes having a low income, a low occupation, and deficient living conditions. A healthy and stimulating environment is said to be provided by a high socioeconomic position, allowing for the optimal development of personality. In contrast, children from low-income families may grow up with negative attitudes toward people and things as well as feelings of insecurity and inferiority.

The financial standing of a family can have a big influence on a student with hearing loss. A higher socioeconomic standing frequently facilitates better access to resources, like effective educational support, hearing aids, and communication equipment. Additionally, a child's academic and social development may be limited-by-limited access to such resources due to a lower socioeconomic level. A family's financial situation can also have an impact on the type and amount of educational opportunities and assistance provided to their child, which can have an impact on the child's overall academic achievement.

ACADEMIC ACHIEVEMENTS OF CHILDREN WITH HEARING IMPAIRMENT

The process of obtaining educational abilities, knowledge, and materials—which typically cover a variety of disciplines—is known as academic achievement. Instead of being a broad knowledge acquisition in a non-academic context, it can also be referred to as an achievement in an academic setting. Investigating academic accomplishments has produced a wealth of factual research and important advancements, such the creation of the first intelligence test by Binet and Simon.

Woolfolk's (2007) introductory textbook offers both theoretical and empirical insights into the factors that influence academic accomplishment and evaluation. But because academic achievement is such a large issue, many textbooks have chosen to specifically highlight some parts of it. Spinach (2012) offers a comprehensive, succinct, and educational summary of academic achievements. He provided examples of the significance of academic accomplishments from several angles, including those of individuals, societies, psychology, and education.

Academic success is essential to everyone's existence in emerging nations. The GPA (Grade Point Average) or a standardized test like the SAT (Scholastic Assessment Test), which is used for admissions purposes, are used to quantify academic achievement and determine a student's chances of continuing their education. Academic success can also be understood as the ability to pursue postsecondary education, since one's educational degrees have an impact on their employment choices following graduation. Children with hearing impairments face significant challenges when interacting with others, and a wealth of evidence shows that these pupils perform significantly worse academically than their peers. A child's speech will suffer and their routine or activities will lag if early intervention services (speech therapy, hearing aids, etc.), early testing, and prompt diagnosis are not accessible. This is because hearing loss impairs a child's ability to perceive sounds normally. Every child’s capacity to

succeed is based on the opportunities that are presented to it. However, children with additional disabilities—physical, mental, or both—may find this to be quite different and challenging. In light of this, it is ideal for a child with hearing impairment to be able to grow normally and pass their delayed milestone. A thorough analysis reveals that kids with hearing loss of any kind perform worse academically than kids with normal hearing. According to some, children with moderate-to-severe hearing loss have difficulties, mostly with their reading and writing abilities. (Halliday et al.)compared a group of kids with mild and moderate hearing loss to a group of kids with dyslexia and found that the kids with hearing loss could read at an age better than the dyslexic kids. According to certain research, children with sensorineural hearing loss have the same IQ as children with normal hearing loss, but they nonetheless do poorly on assessments.A child's academic progress is influenced by a multitude of elements, many of which have a positive or negative correlation with one another and make it impossible to isolate them. Additionally, the degree of hearing loss may be linked to or correlated with oral, expressive, and receptive skills, all of which may have an impact on classroom communication. In a similar situation, parental participation may also involve resource withholding and high expectations for their kids, which puts pressure on them and negatively impacts them, confusing their academic success.

Anju et al. In (2020) According to research done in 2020, 29% of students in regular schools who use cochlear implants were able to comprehend and process complicated instructions, as evidenced by their academic performance and coping mechanisms. Of these children, 13% had developed normal articulatory skills for speech expression. 19.3% of readers were able to combine sounds appropriately to form words. 74% of kids could accurately replicate words or sentences when writing. When it comes to mathematics, 41.9% of kids can finish problems with the same precision and

speed as their peers who have normal hearing.According to J Bruce et al. (2020), kids with little hearing loss have good academic results and verbal communication skills, whereas kids with moderate to severe hearing loss have weak language skills. These results emphasize the importance of a therapeutic intervention, such as early intervention combined with assisted hearing aids.

Summary of Reviewed Literature.

In conclusion, this chapter's content discusses theories that are relevant to the topic at hand and how such theories have advanced our understanding of hearing impairment and how to help individuals who experience it. That being said, hearing impairments can have a substantial negative influence on a child's capacity for learning and communication, as well as cause challenges in a variety of academic domains.Children who have hearing loss may experience obstacles in the classroom, such as trouble understanding the teacher, less engagement in group discussions, and difficulties completing written projects. Children with hearing impairments can also benefit greatly from intervention and assistance in order to promote better educational results. Assistive technology, appropriate classroom accommodations, and family support are all important factors in helping these children achieve academic success.

It's also critical to recognize and comprehend the substantial effects that hearing loss can have on a child's education in every area, including literacy and communication. Children who have hearing impairments may find it difficult to follow instructions from the teacher or to participate in class, thus interventions should be specially designed to match the needs of each kid. In order to better understand how hearing impairment functions in children, we looked at the various types of hearing impairment and how they influence the kid. We can also see that there are types, causes, degrees, prevention, or

techniques to manage hearing impairment in children. We also examined the types of assistive technology that are available, how they may be utilized to help people with hearing impairments live better lives, and how accessible these technologies are.

We also talked about their socioeconomic status and academic accomplishments. Parents of children with hearing impairments have a significant impact on their children's lives based on their wealth, family status, educational background, and other factors. These factors can have a positive or negative impact on the treatment these children receive from their family, which can either encourage or deter them in their academic and social endeavours.

CHAPTER THREE

METHODOLOGY

In this chapter, the methods and procedures that will be used in carrying out the study is presented under these sub-heading:

- Research Design
- Population of the study
- Sample and Sampling Techniques
- Research Instrument
- Validation of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The researcherutilized a survey design in the research. One of the most dependable and appropriate ways to gather data from a large population is through the use of surveys. These designs allow for the selection of a relatively large sample of subjects from a predetermined population, making data collection easier and providing the foundation for inferences about a larger population by the researcher.In this research, the researcher uses survey design to gain insight and obtain precise and essential data or behavior from the students. Survey design is the creation of questions or other survey items, placing them in a logical order, and selecting acceptable response alternatives.

Population of the Study

Children with hearing impairments and teachers at select special schools in Oredo Local Government Area, Edo State, make up the target population. With a total enrollment of 1,228 students, there are

eight secondary schools in the Oredo Local Government Area of Edo State (Edo State Ministry of Education Students Enrollment Record, 2023). This group was selected because it included both teachers who work with students who have hearing impairments and those who are students themselves, who could contribute the main data for the study.

Sample and Sampling Techniques

The sample for this study consists of one hundred and fifty (150) teachers and learners will be drawn from special secondary schools in Oredo Local Government Area in Edo State. This was selected using a multi-stage sampling procedure. At the first stage, a simple random sampling technique will be used to select schools out of the eight (8) chosen. At the second stage, ten (10) teachers and twenty (20) will be randomly selected from the random schools making a total of (150) respondent which is about a certain amount of the total population.

Research Instrument

The Assess and Effect Questionnaire (AEQ) is a structured questionnaire that was utilized as the study tool. Data are provided by the questionnaire. It has ten things that students must answer depending on the study's variable.

Validity of the Instrument

The project supervisor in the EECP department will screen the instrument in order to determine its face and content validity. Their recommendations and edits will be incorporated into the final version.

Reliability of the Instrument

The instrument was given to 150 respondents from the population of the particular number of schools chosen in order to assess the instrument's reliability. To evaluate the instrument's reliability, the gathered data were examined using Cronbach's alpha.

Method of Data Collection

The questionnaire is given to the respondents in the samples by the researcher in person. The investigator provides the participants in each school with an explanation of the study's objectives and the proper way to answer the questionnaire's questions. The researcher distributed and gathered the surveys on the spot.

Method of Data Analysis

The mean and standard deviation were used to analyze the data collected from the administered questionnaire in order to answer the study question.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

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

PRESENTATION OF RESULTS

Section A: Demographic Data

Table 1: Socio-Demographic Characteristics Of Respondents

Age	Frequency	Percentage(%)
14-16	34	22.7
17-19	72	48
20 AND ABOVE	44	29.3
TOTAL	150	100
Sex	**Frequency**	**Parentage(%)**
FEMALE	72	58
MALE	78	52
TOTAL	150	100
Class	**Frequency**	**Parentage(%)**
Jss 1-3	91	60.7
Sss 1-3	59	39.3
Total	150	100

The respondents' age, sex, and class breakdowns are shown in this table along with their sociodemographic traits. The age distribution for respondents between the ages of 14 and 16 is 34, or 22.7% of all respondents. 17–19 years old: 72 responders, or 48% of the sample, fall into this age range. 20 years of age and older: This group comprises 44 responders, or 29.3% of the total. Distribution of Sex: Female: Of the total responders, 72 are female, or 58%.Male: Of the total responders, 78 are male and make up 52% of the sample. Class Distribution: JSS 1-3: Sixty-seven percent of the sample, or 91 respondents, are in JSS classes 1 through 3. SSS 1-3: 39.3% of the sample, or 59 respondents, are enrolled in Senior Secondary School (SSS) courses 1 through 3.

There is a disparity in the numbers provided, as indicated by the outcome in the table. According to the table, there are 66 male respondents—which is really less than the 78 total—and 69 female respondents—which is also less than the 72 total that is claimed. The exact sums, as indicated in the table, ought to equal 150. As a result, it could be necessary to recalculate the percentages for the respondents who were male and female.

Research Question Three: Does hearing impairment affect the educational achievement of the hearing impaired in Oredo LGA?

Table 2: The Effect Of Hearing Impaired In Academic Achievement.

S/N	ITEMS	N	MEAN	STD
1.	Having very limited information denied me the chance of choosing my career aspiration due to the effect of hearing impairment	150	2.74	1.08
2.	Being hearing impaired has negatively impacted on my educational	150	2.71	1.13

Having hearing impairment has put my grades at a lower level than my peers	150	2.75	1.08
Being hearing impaired or having hearing loss has made my academics difficult especially in reading and mathematcal skills	150	2.59	1.11
My parents are unsupportive of my academics because of my impairment	150	2.71	1.03
Lack of communication among my fellow students is limited because of my hearing impairment	150	2.54	1.17
I struggle to comprehend sounds or speech in the classroom because of how loud it can become.	150	2.64	1.16

Pursuit

This table presents the effect of hearing impairment on academic achievement based on various items. "Having very limited information denied me the chance of choosing my career aspiration due to the effect of hearing impairment" The mean score for this item is 2.74, indicating that, on average, respondents somewhat agree that their career aspirations were impacted by their hearing impairment. Shows that there is some variability in responses, but overall,responses are relatively close to the mean. "Being hearing impaired has negatively impacted on my educational pursuit"The mean score is 2.71, indicating a similar level of agreement as the previous item. There's slightly more variability in responses. "Having hearing impairment has put my grades at a lower level than my peers" The mean score is 2.75, suggesting a relatively high level of agreement that hearing impairment affects academic performance.indicating consistent responses."Being hearing impaired or having hearing loss has made my academics difficult especially in reading and mathematical ski

In comparison to earlier items, the mean score of 2.59 indicates a somewhat lower level of agreement. implies a moderate degree of response variability. "My parents are unsupportive of my academics because of my impairment" The average rating is 2.71. replies that are largely consistent. "Lack of communication among my fellow students is limited because of my hearing impairment" With a mean score of 2.54, there is moderate agreement. The responses to this item exhibit a considerable degree of diversity, with a standard deviation of 1.17. "I struggle to comprehend sounds or speech in the classroom because of how loud it can become." There is a moderate degree of agreement indicated by the mean score of 2.64. variations in the answers.

According to the responses, hearing impairment has a number of detrimental effects on academic success, including restrictions on one's ability to pursue certain careers or academic goals, as well as difficulties with communication and comprehension in the classroom. The degree of these effects, however, differs throughout responders.

Research Question Four: There is no significant difference in the effect of hearing impairment on the education achievement of the hearing impaired child in Oredo LGA

Table 3: There is no significant difference in the effect of hearing impairment on the education achievement of the hearing impaired child in Oredo LGA

Test Statistics

	eeee
Chi-Square	58.080[a]
df	17
Asymp. Sig	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 8.3.

The test statistics for determining if the impact of hearing impairment on the academic achievement of children with hearing impairments in Oredo LGA differs significantly from one another are shown in this table. This is one interpretation: Chi-Square Analysis: 58.080 is the Chi-Square test statistic.

The degree of correlation between the variables is gauged by this test statistic. In this instance, it evaluates if the impact of hearing disability on academic achievement varies significantly. The difference that is observed increases with a larger Chi-Square value.

df, or degrees of freedom: There are seventeen degrees of freedom in this analysis. The quantity of independent data that remains after estimating one or more parameters in a statistical model is known as the degree of freedom. Asymptotic Significance, or Asymp. Sig.,:

The value of Asymptotic Significance is.000. This figure indicates the likelihood of finding a Chi-Square value that is either as extreme as or more extreme than the one found in the sample, presuming that the population's response to hearing impairment on academic achievement is not significantly different. A statistically significant result is often indicated by a significance level below.05. The value of.000 in this instance is significantly less than.05, indicating substantial evidence to refute the null hypothesis—that there is no discernible difference. According to the note, the lowest expected cell frequency is 8.3, and none of the cells have expected frequencies lower than 5. Low anticipated frequencies can impact the dependability of the results, hence this is crucial for the validity of the Chi-Square test.

The findings imply that the impact of hearing impairment on the academic performance of children with hearing impairments in Oredo LGA varies significantly. The p-value is extremely low and the Chi-Square test statistic is big, both of which show strong evidence against the null hypothesis.

Table 3: Academic achievement performance

Subject	First Term %	Second Term%	Third Term %
Maths	25.3	37.3	37.4
English	38.7	38	23.3
Basic Science	35.3	39.3	25.3
Total	100	100	100

This table presents the academic achievement performance of students in different subjects across three terms. Here's an interpretation:

Subject:Maths, First Term %: 25.3% of the total academic achievement in the first term was in Mathematics. Second Term %: This increased to 37.3% in the second term.

Third Term %: It remained relatively stable at 37.4% in the third term.

Subject: English First Term %: English accounted for 38.7% of the total academic achievement in the first term. Second Term %: It slightly decreased to 38% in the second term.

Third Term %: There was a notable decrease to 23.3% in the third term.

Subject: Basic Science First Term %: Basic Science comprised 35.3% of the total academic achievement in the first term. Second Term %: It increased to 39.3% in the second term.

Third Term %: There was a decrease to 25.3% in the third term.

The percentages for each subject across the three terms add up to 100%,indicating that these subjects constitute the entirety of the academic achievement being measured.

The table shows the distribution of academic achievement across different subjects over three terms. It highlights fluctuations in performance in subjects like English and Basic Science, while Mathematics performance remained relatively stable throughout the terms

Discussion of Findings

The results of the data that have been provided provide insightful information about a number of topics pertaining to academic success and the effects of hearing impairment.

The respondents' sociodemographic details, which show differences in the distribution of age, sex, and class, offer a comprehensive picture of the sample population. Although the data provides a snapshot of the demographic composition, the precision of percentage estimates may be impacted by minor differences in reported numbers, especially in the sex distribution.

There is agreement among responders about the difficulties in evaluating the impact of hearing impairment on academic progress. All of the respondents agreed that their hearing disability affects their academic journey in several ways, such as their academic performance, educational goals, and career aspirations. Interestingly, most felt that it had a detrimental effect on their marks, indicating a substantial obstacle to academic progress. Hearing-impaired pupils frequently suffer communication hurdles and comprehension difficulties in noisy classroom situations.

Strong findings came from the statistical analysis used to assess the impact of hearing disability on academic attainment. The Chi-Square test revealed a noteworthy variation in the impact of hearing impairment on academic achievement among children with hearing impairments residing in the Oredo Local Government Area. The results, which highlight the significant influence of hearing impairment on academic performance, show strong evidence against the null hypothesis with a big Chi-Square value and a very small p-value.

Interesting trends were found when academic accomplishment performance spanning three terms was analyzed in several subjects. The performance in Mathematics showed some stability, but there were oscillations in English and Basic Science, with declines seen in the third term. These differences highlight possible areas for focused interventions or extra help to enhance performance in particular topics.

The results draw attention to the numerous obstacles that hearing-impaired pupils must overcome in order to succeed academically. To tackle these obstacles, specialized interventions and support networks are needed, with the goal of giving hearing-impaired people equal access to education and making sure their academic requirements are met.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The project, which is being carried out at a few special schools, aims to look into a number of topics related to the academic success and support services provided to kids with hearing impairments. Statistics on demographics showed that most students in Senior Secondary School classes were female. One research question—the impact of hearing impairment on academic achievement—was examined in this study.

In addition, a hypothesis was tested to investigate the variations in the impact of hearing disability on the educational attainment of the Oredo LGA's hearing challenged children.According to the survey, the special schools provided a range of special education services, such as placement assistance, counseling, assistive technology, interpreting, auditory amplification, and counseling and training for parents.

According to the respondents, the special education services had a positive impact on developing cognitive intelligence, changing curriculum, overcoming feelings of loneliness and fear, and encouraging a positive attitude toward learning.It was determined that teacher participation—which includes imparting knowledge, fostering self-worth, helping with lesson planning, and explaining material in class—was essential to raising student achievement.

Even though special education programs were generally thought to be beneficial, encouraging proper attitudes and study habits proved to be difficult.

The results of hypothesis testing showed that the impact of hearing impairment on a hearing-impaired child's academic progress is not significantly different.

Conclusion

The study's conclusions make it clear that special schools in Oredo Local Government Area, Edo State, present a number of difficulties for students with hearing impairments. These difficulties include the following: inadequate specialized teachers, social isolation and its emotional effects, the power of sign language, building an inclusive future, and access to support services and inclusive education. The placement of educational institutions poses challenges and limitations to the execution of specialized curricula meant for students with impairments. Special schools' financial situation has a direct and indirect impact on management and wellbeing. As we continue, we see that by resolving the challenges identified in the research, an environment that is supportive of hearing-impaired learners' success in their quest of knowledge is expected to be established.

Recommendation

Based on these findings, the following recommendations are proposed:

1. Improve the delivery of special education services by tackling the obstacles encountered by kids with hearing loss.
2. Invest in even more effective means of communication to help children with hearing impairments and children without disabilities engage with each other more easily.
3. Regularly assess and improve teacher participation and training to enhance their ability to assist kids with hearing problems.

4. Encourage youngsters who are not disabled to learn sign language so they may interact with students who are hard of hearing.

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EDUCATIONAL EVALUATION COUNSELLING AND PSYCHOLOGY (EECP)

CHILDREN WITH HEARING IMPAIRMENT AND ITS IMPACT ON THEIR EDUCATIONAL ACHIEVEMENTS.

INSTRUCTIONS

Kindly tick ( ) on the statement in which you agree or disagree with.

SECTION A (personal data)

1. Age: 14-16 ( ), 17-19 ( ), 20 and above ( )
2. Sex: Male ( ), Female( )
3. School: _____
4. Class: JSS1-3 ( ), SSS1-3 ( )
5. Types of special school: Mainstream ( ), Segregated ( ), Inclusive Education ( ).

SECTION B (Key)

SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Construct 5 items on the effect of hearing impaired in academic achievement

S/N	ITEMS	SA	A	D	SD
1	Having very limited information denied me the chance of choosing my career aspiration due to the effect of hearing impairment				
2	Being hearing impaired has negatively impacted on my educational pursuit				
3	Having hearing impairment has put my grades at a lower level than my peers				
4	Being hearing impaired or having hearing loss has made my academics difficult especially in reading and mathematical skills				
5	My parents are unsupportive of my academics because of my impairment				
6	Lack of communication among my fellow students is limited because of my hearing impairment				
7	I struggle to comprehend sounds or speech in the classroom because of how loud it can become.				

SECTION C

Academic achievement performance

Subject	First Term	Second Term	Third Term
Maths			
English			
Basic Science			

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RELIABILITY
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  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA.
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Reliability

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N of Rows in Working Data File Matrix Input	User-defined missing values are treated as missing.
Missing Value Handling Definition of Missing	Statistics are based on all cases with valid data for all variables in the procedure.
Cases Used	RELIABILITY
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Scale: ALL VARIABLES

Case Processing Summary

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a. Listwise deletion based on all variables in the procedure.