

TITLE PAGE

**THE INFLUENCE OF SOCIETAL ATTITUDE TOWARDS LEARNERS WITH
HEARING IMPAIRMENT AND ITS IMPACT ON THEIR ACADEMIC
PERFORMANCE. A CASE STUDY OF SELECTED SPECIAL SCHOOLS IN
OREDO LOCAL GOVERNMENT AREA, BENIN CITY.**

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**DEPARTMENT OF EDUCATIONAL EVALUATION
AND COUNSELING PSYCHOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

May, 2024.

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**A RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF
EDUCATIONAL EVALUATION AND COUNSELLING PSYCHOLOGY,
FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY IN
PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF
THE DEGREE OF BACHELOR OF EDUCATION B.Ed. IN SPECIAL
EDUCATION.**

May, 2024

CERTIFICATION

We the undersigned certify that Minister-Igharo Emmanuella with Matriculation number EDU1904357 has satisfactorily completed the research requirement for the Award of Bachelor of Science (B.sc Ed) Degree in Special Education.

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DEDICATION

This project work is dedicated to God Almighty for his ever-lasting love and provision throughout this project work to my father for his continuous support and to my friends who helped me in the successful completion of this project work.

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Table of Contents

	PAGE
TITLE PAGE	ii
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
Background of the Study	1
Statement of the Problem	6
Research Questions	7
Purpose of the Study	8
Significance of the Study	10
Scope and Delimitation of the Study	11
Definitions of Terms	12
CHAPTER TWO: REVIEW OF RELATED LITERATURE	15
The Conceptual Framework	15
Concept of Hearing Impairment	15
Concept of Communication	18
Concept of Attitude	21
Theoretical Framework	25

The Society and Persons with Disabilities	35
Changing Attitudes Toward People with Hearing Impairment	37
CHAPTER THREE: METHODOLOGY	41
Design of the Study	41
The population of the Study	42
Sample and Sampling Technique	42
Research Instrument	42
Validity of the Instrument	42
Reliability of the Instrument	43
Method of Data Collection	43
Method of Data Analysis	44
CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS	45
Presentation Of Findings	45
Discussion of Findings	57
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION	59
REFERENCES	62
APPENDIX A	69
APPENDIX B	73
APPENDIX C	77

ABSTRACT

This study was designed to ascertain the integration of The Influence of Societal Attitudes on The Academic Performance of Pupils with Hearing Impairment in Secondary Schools at Ihogbe College Study. Five (5) research questions were formulated to guide the study.

The study adopted a descriptive survey. The total population of special in Benin metropolis is 100 students in all the schools for special needs, children. Public secondary schools in the sampled area. A total number of 100 students 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 Influence of Societal Attitude On The Academic Performance Of Pupils With Hearing Impairment In Secondary Schools At Ihogbe College Study (**POBASSIPSES**)”, which was distributed to the respondents and collected immediately after completion from respondents. The simple percentage and mean score were used in computing the responses of the questionnaire items. To account for the reliability of the study, Pearson’s Product Moment Correlation Coefficient was used which gave a value of 0.955.

At the end of the study, the findings in examining the influence of societal attitudes on academic performance, it is evident that respondents overwhelmingly agree that people's opinions about students with hearing impairment significantly impact their performance in school. Negative opinions, in particular, are perceived to hinder their academic success,

while positive attitudes are believed to foster better academic outcomes. However, there is some discrepancy regarding whether positive attitudes directly contribute to academic improvement, with a significant proportion of respondents disagreeing with this notion.

CHAPTER ONE

INTRODUCTION

Background of the Study

Education is crucial for societal progress, yet learners with disabilities face unique challenges. Over the years, education for people with disabilities has evolved from exclusion to inclusion, but societal attitudes still significantly impact their experiences. However, many students with disabilities often suffer social rejection.

The structure of Nepal characterizes a disabled person as one who is mentally or physically unable to live a normal life. Similarly, the World Health Organization (WHO) definition of disability denotes impairments, activity limitations and participation restrictions. The term includes persons whose mobility is limited and those with hearing and visual impairments.

Disability is defined as any restriction or lack (as a result of any disability) of capacity to perform an action within the way or with the extend considered ordinary for the human being (Lennard, 2001). The 2011 Census Report of Nepal (CRN) has classified disability into seven distinct groups. Which is a physical disability, vision-related disability, hearing-related disability, multiple disabilities, deaf-blind disability, voice and speech-related disability and 3 mental disabilities.

One of the foremost prevalent disabilities universally is hearing impairment (Stevens *et al.* 2011; Mathers *et al.*, 2000). As the most frequent sensory deficit in human

populations, it is estimated to affect approximately 299 million men, 239 million women and 16 million children (Stevens *et al.* 2011). Hearing impairment (HI) is caused by varied reasons (Amedufo, *et al.* 2006) and treatment can vary from the use of hearing aids if the impairment is mild, to a surgical procedure such as cochlear implantation if the impairment is severe. HI as an invisible impairment becomes obvious only when the need arises as most people with hearing defects do not wear hearing aids. Hearing-impaired persons have suffered rejection and discrimination throughout history (see, Plann, 2001; Tun *et al.* 2016) and these usually lead to abuse, neglect, and abandonment, and deaf children's potential to contribute to the development of African nations is dismissed (Kiyaga & Moores, 2003:21). In some societies, hearing impairment were considered less human (Bauman, 2004) and their language seen as not up to the standard of a human language and as such incapable of coding the experience of human life as spoken language does (Lang, 2003). While social agencies have over the years been a pillar for the development of people with impairments, local traditions are a mixture of both development and stigmatization. Miles (2004) mentions local traditions that barred the involvement of people with impairment or restricted their involvement in matters of legislation and social participation. Kiyaga & Moores were of the view that some people in Ethiopia believe that deaf people are possessed by the devil and must be cured by witchcraft or purifying waters (Kiyaga & Moores, 2003:22).

Various learners with hearing impairment face unique challenges even though education is a tool for social change. Over the years, education for people with hearing impairment has evolved immensely but society's attitude still significantly impacts their experiences. However, the societal attitude towards learners with hearing impairment promotes social rejection which has impacted their study and academic performance significantly.

A society is a group of people living together in a community who are bound by some principles that keep them together. Societal attitude can also predict the academic performance of a learner with a disability, in the sense that the societal acceptance or rejection of such a learner would either increase or decrease respectively in the learner's academic performance. To a larger extent, society, peer and family pressure can have both positive and negative influences on the academic performance of learners with hearing impairment. It is important to recognize and address these attitudes as a way to promote a positive learning environment that fosters academic success and students' well-being.

The concept of attitude is probably the most distinctive and indispensable in contemporary social psychology (Oskamp, 2000). Attitudes of people with and without hearing impairment can function to encourage or discourage persons with hearing impairment in their pursuit of participation in communities. Fishbein & Ajzen (2010) defined attitude as a stable behaviour that comes up positively or negatively concerning a

particular fact or condition cognitive-emotional-behavioural. Attitudes are beliefs that are directed towards a person, object or event, and may facilitate positive or negative reactions (Eagly & Chaiken 2005). A common definition of attitude is the tripartite view, which asserts that attitudes are comprised of three components: affective, behavioural and cognitive (Lucas, 2007; Myer, 2008).

Corsini (2007) defined attitude as a learned and stable predisposition to react to a given situation, person or another set of cues in a consistent way. Allport (2002), one of the founders of the field of attitude studies, said that when a group is established, stereotypical beliefs are attached to the group since stereotyping effects are inevitable products of human cognitive processing. People with hearing impairment fall into a group, and powerful stereotypes are held toward them (Dalal *et al.*, 2004). Attitudes toward hearing impairment reflect beliefs about people with hearing impairment and as such guide behaviour towards individuals with hearing impairment (Roberts & Smith, 2007). Attitude can be one of the most difficult barriers to recreation participation experienced by persons with hearing impairment (Bedini, 2000; Smith, Austin, Kennedy, Lee & Hutchinson, 2005). Goffman (2000) wrote of persons with hearing impairment as possessing a stigma, an undesired differentness from what is anticipated. Bedini (2000) further touched on the implications of differentness, indicating that persons who are different are often avoided or rejected based on societal stigmatization. This situation of rejection and low social status occurs mostly in academic performances and can even be

observed in situations in which they are a part of the class and have friends (Frederickson & Furnham, 2004).

Negative attitudes may result in low acceptance by peers, few friendships, loneliness and even being rejected and/or bullied. This can have dramatic effects on the lives of young students with disabilities, resulting in difficulties in joining group activities, declining academic performance, dropping out of school and/or problem behaviour (Jackson & Bracken, 1998; Ollendick, Weist, Borden, & Greene, 2007). In worst-case scenarios, rejection and bullying may lead to negative long-term outcomes, such as depression and other mental health issues (Aluede, Adeleke, Omoike, & Afen-Akpaide, 2008; Lund *et al.*, 2009)

Academic performance is the ability of students to study and learn certain subjects in the school whether at the primary, secondary or tertiary institution levels to perform excellently in the course of study (Baxter & Haff, 2000). It could be described as notable actions or achievements by certain students in their field of study or discipline (Danesy, 2004). Academic performance is measured through achievement tests which are also known as paper and pencil tests (Baxter & Haff, 2000). An achievement test is a type of ability test designed to measure what an individual has learned at the end of a course of instruction. In other words, it is meant to assess the level of academic attainment after a period of teaching and learning (Blevins, 2009, Rashidchi (2016) noted that academic performance should be measured in multiple manners and methods such as teacher's

observation, benchmark assessments, student's portfolios, rubrics, progress monitoring tools, standardized assessments and other local assessments. Sattler (2001) postulated that methods such as standardized achievement test scores, teacher's ratings of academic performance, and report card grades are used to measure children's academic performance. According to Trickett, McBride-Chang and Putnam (2014), measures of academic performance include: school records, teacher's evaluations of classroom performance and, behaviour and parental reports of academic performance.

Statement of the Problem

Inclusive education remains a cornerstone of educational systems worldwide, aiming to create equitable opportunities for all learners. Before now, Hearing-impaired persons have suffered rejection and discrimination throughout history (Plann, 2001; Tun *et al.* 2016) and these usually lead to abuse, neglect and abandonment, deaf children's potential to contribute to the development of African nations is dismissed (Kiyaga & Moores, 2003:21).

Currently, learners with hearing impairment often encounter various challenges within educational settings, with societal attitudes playing a crucial role in shaping their experiences. Understanding the impact of societal attitudes on these learners is imperative to create supportive environments conducive to their academic success.

While efforts have been made towards inclusivity, negative societal attitudes towards learners with hearing impairment persist, potentially hindering their educational experiences and academic achievements.

The problem at hand revolves around the need to comprehensively examine the influence of societal attitudes on learners with hearing impairment within educational contexts.

This study aims to help society understand the influence of societal attitudes towards learners with hearing impairment and the impact it has on their academic performance. A case study of selected special schools in Oredo Local Government Area, Benin City.

Research Questions

The following research questions have been raised to guide the study;

1. Do societal attitudes towards learners with hearing impairment influence their academic performance?
2. Do societal attitudes play a vital role in shaping the self-perception and confidence of learners with hearing impairment regarding their academic performance?
3. Do societal attitudes affect the support systems available to learners with hearing impairment?
4. To what extent do societal attitudes influence and behaviours of learners with hearing impairment?

Hypotheses

The following hypotheses were formulated and were tested at a 0.05 level of significance;

1. The societal attitude towards learners with hearing impairment did not have any significant difference in their academic performance.
2. The societal attitude does not play a vital role in shaping the self-perception and confidence of learners with hearing impairment regarding their academic performance.
3. The societal attitude towards learners with hearing impairment does not affect the support systems available to learners with hearing impairment.
4. The societal attitude towards learners with hearing impairment does not influence the behaviours of learners with hearing impairment.
5. The societal attitude towards learners with hearing impairment cannot be eradicated with the invention of new strategies.

Purpose of the Study

The purpose of this study is to determine the impact of society's attitude and the effect it has on persons with hearing impairment and their academic performance in Ihogbe College, Benin City Edo State. The study will also:

- Examine the prevailing societal impact of societal attitudes on the academic performance of learners with hearing impairment in Ihogbe College, Benin City Edo State.
- Assess the prevailing societal attitudes towards learners with hearing impairment in Ihogbe College, Benin City, Edo State.
- Examine how societal attitudes affect the support systems available to learners with hearing impairment.
- Examine if there is a relationship between societal attitude and academic performance of learners with hearing impairment in Ihogbe College, Benin City Edo State.
- Examine how new strategies can mitigate the negative impact of societal attitudes on the academic performance of learners with hearing impairment Ihogbe College, Benin City Edo State.

Significance of the Study

The findings will benefit students with hearing impairment, families, teachers, society, guardians, curriculum planners, counsellors and school principals.

These findings educate parents on how societal attitudes can improve or worsen the academic performance of children with hearing impairment; it will ensure that parents try their best to protect their children from the negative attitude of society but expose children to positive attitudes starting from portraying positive attitude towards these children at home.

This study also seeks to enlighten society (the general public) and why it is important to show a positive attitude towards children with hearing impairment, to help them develop good personalities, positive self-esteem and healthy relationships with others in society. This will help children with hearing impairment learn better, therefore improving their academic performance and making them active and productive members of society.

This study will also serve as a reminder to both regular and special educators of how societal attitudes affect children with hearing impairment. It will educate them on why they should also portray a positive attitude towards this child, and show them reasons why they need to encourage this set of children, help them learn at their own pace, and help them see past their disability to reach their full potential.

This study also seeks to create awareness among policymakers to guide them in creating policies that would protect children with hearing impairment from negative attitudes portrayed by society. It would enlighten the policymakers on way more policies should be created that would legally create opportunities for children with hearing impairment to fit into society and also point out why policies that bring about negative attitudes towards children with hearing impairment should be scrapped. Lastly, this study will serve as a foundation for further research for researchers who may have an interest in carrying out further research on societal attitudes and hearing impairment.

In conclusion, this study will assist the family and society to understand the impacts of pressure placed on individuals with hearing impairment and help them understand individual differences. It will assist the parents and guardians on how to prepare and raise their children with hearing impairment to empower them not to be defenceless or vulnerable to the adverse impact of societal pressure. This study will assist the curriculum planners, counsellors and school principals to produce an effective curriculum that would mitigate the societal impact towards learners with hearing impairment, to improve academic performance in Ihogbe College, Benin City, Edo State.

Scope and Delimitation of the Study

The scope of this study will be limited to learners with hearing impairment a case study of selected special schools in Oredo Local Government Area, Benin City.

Definitions of Terms

Academic Performance: The ability of students to study and learn certain subjects in school, and to perform well in their course of study. It is often measured through tests, teacher evaluations, report card grades, and other assessments (Baxter & Haff, 2000).

Attitude: A learned and stable predisposition to react to a given situation, person, or other set of cues consistently (Corsini, 2007). It consists of three components: affective, behavioural, and cognitive (Lucas, 2007; Myer, 2008).

Disability: Any restriction or lack of ability (resulting from an impairment) to perform an activity in the manner or within the range considered normal for a human being (Lennard, 2001).

Hearing Impairment (HI): A sensory deficit that affects hearing, ranging from mild to severe. Causes can vary and treatments may include hearing aids or cochlear implants (Stevens et al., 2011; Amedufo et al., 2006).

Inclusive Education: An educational approach that aims to include all learners, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions, in the learning process.

Learners with Disabilities: Students who have impairments that significantly affect their ability to perform activities in the manner or within the range considered normal for their age, including those with physical, sensory, intellectual, and emotional disabilities.

Societal Attitude: The collective perceptions, beliefs, and behaviours held by a society towards individuals or groups, which can influence how those individuals or groups are treated and perceived.

Stigmatization: The act of treating someone negatively based on a distinguishing characteristic, such as a disability, leading to social rejection and discrimination (Goffman, 2000).

Support Systems: Resources and networks, including family, friends, educators, and community services, that provide assistance and encouragement to individuals, particularly those with disabilities, to help them achieve their goals and improve their quality of life.

Self-Perception: How individuals perceive and evaluate themselves, which can be influenced by societal attitudes and can affect their confidence and behaviour, especially in educational contexts (Fishbein & Ajzen, 2010).

Stereotyping: Assigning generalized and often inaccurate beliefs about a group of people to all members of that group, which can lead to prejudiced attitudes and discriminatory behaviour (Allport, 2002).

Visual Impairment: A condition where an individual's ability to see is significantly reduced, affecting their ability to perform everyday tasks.

World Health Organization (WHO): A specialized agency of the United Nations responsible for international public health, which defines disability as impairments, activity limitations, and participation restrictions.

Physical Disability: A limitation on a person's physical functioning, mobility, dexterity, or stamina.

Multiple Disabilities: The presence of two or more types of disabilities in a single individual, which may require specialized support and interventions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature and it is discussed under the following sub-headings;

- Conceptual framework
- Theoretical framework
- The Society and Persons with Disabilities
- Effects Of Societal Attitude on Education of People with Hearing Impairment
- Changing Attitudes Towards People with Hearing Impairment

The Conceptual Framework

Concept of Hearing Impairment

Different terminologies are used in describing people with hearing impairment such as the deaf, adventitiously deaf, and hearing-defective. In the same way, there is no one definition of hearing impairment because professional connected with hearing impairment tends to classify hearing impairment from different points of view.

The educational classification, for instance, is concerned with the time of deafness and the degree of hearing loss sustained while the medical classification of hearing impairment seems to focus on the pathology (Mba, 2005).

Despite these differences in classification, there's a generally acknowledged definition of hearing impairment. One such definition is that proposed by the Committee or Nomenclature of the Conference of Executive of American Schools for the Deaf (2005) the committee defines the deaf as those in whom the sense of hearing is non-functioning for the conventional reason of life.

The committee also defines the hard of hearing as those in whom the sense of hearing, although defective, is functional with or without a hearing aid. This is the after-effect of newer diagnostic and testing methods, which led to the reclassification of many who were previously lumped together as totally deaf.

Through more current demonstrative and testing strategies, persons previously classified as deaf have been reclassified as hard of hearing. The hard of hearing are those who can benefit from wearing hearing aids and from auditory training. This enables them to acquire language naturally (Adedeji, 2007).

The Nigeria Educational Research and Development Council (2005) defines deafness as a loss of sound/hearing sensitivity that renders a person's hearing nonfunctional for day-to-day activities including the reception of speech and language with or without a hearing.

The deaf are persons whose auditory channel is sufficiently damaged, rendering the person's sense of hearing non-functional with or without hearing aids for the ordinary purpose of life. Deafness can be either congenital or adventitious.

Studies have revealed that the better achievement of hard-of-hearing pupils in language is attributed to their ability to use their residual hearing in the complex process of language acquisition (Watson, 2012).

Okeke (2001) states that several factors can cause hearing loss; these are hardened wax or external objects blocking the external auditory canal, inflammation of the middle ear, Infection of the middle ear such as sinuses, adenoids, and tonsils, heredity, infections such as German measles and smallpox, drugs, poisons, for example, carbon monoxide, quinine is taken by expectant mothers, birth injuries such as prematurity, prolonged labour, and lack of oxygen, pathological conditions of the fetus, for example, erythroblastosis fetalis, developmental anomalies and lack of the right vitamins.

Hearing impairment can be very mild or very profound. Children with mild losses can benefit from the regular classroom but with some assistance, while those with profound losses need placement in special classes or schools and will need assistance in speech and language training. Whether mild or profound, hearing impairment affects the child's normal functioning.

In line with this, Embrey (2001) studied the effects of mild hearing loss on educational achievement. He found out that the subjects, with mild hearing loss, had more difficulty in auditory discrimination than the control groups and did not achieve at the same level as their normal-hearing children.

O'Neill (2004) found that hard-of-hearing children attending regular classes perform worse than their classmates in education achievement.

With the concept above it can be deduced that hearing impairment is a condition that affects a person either from birth or after birth and the condition can affect the person's academic performance as stated by O'Neill (2004) "Students with hearing loss perform worse than their peer without hearing loss in educational achievement".

Concept of Communication

Communication is a process in which two or more persons attempt to consciously or unconsciously influence each other through the use of symbol systems to satisfy their respective needs". (Emmert & Donaghy, 2001:47). Alemayehu (2000), Feleketch (2000) and Mesfin (2006) talk about attitudes that hearing-impaired children face from hearing people within society, this is because of the attitudes towards disabilities. Feleketch (2000) also talks about how the hearing-impaired child's social life, family life and educational life become influenced by these attitudes towards the hearing-impaired. There are so many aspects of hearing-impaired children's lives that are influenced just because of the attitudes towards hearing impairment.

The child's interaction and communication with peers and friends at school and in their leisure time is also influenced by the attitudes towards hearing impairment. "For all children, socialization with peers serves several crucial functions. Peer interaction allows children to develop friendships that are important for the growth of the child's social self"

(Fine, 2001 cited in Antia & Kreimeyer, 2003). Alemayehu (2000) and Tekle Weldeab (2006) discuss communication and hearing impairment from different perspectives—communication with parents and siblings, teachers in the classroom, and peers. Here the hearing impairment comes in with the perspective of communication.

Communication is very important because good communication may lift the child and the self-esteem but communication that is not functioning well may negatively influence the child's self-esteem. Mikkelsen (2005) talks about the cooperation between family and school in cases in which the hearing-impaired child comes from a multicultural background. The two conditions of hearing impairment and multicultural background make the situation even more complex because there are many things to consider, to understand communication and the education process. In her research, she discusses two perspectives on hearing impairment: as a language minority or as a disability. Today, in many developed countries, for example, Norway, Sweden and the USA, being Deaf is seen as being a part of a language minority. Mikkelsen's research (2005) is interesting because she discussed hearing-impaired children with a multicultural background.

Dehli (2004), Moores (2004), Gallaway (1998), Alemayehu (2000), Moeller (2000), and Grønlie (2005) all talk about the importance of communication and how important it is for the child's development that the communication between parents and children start early in the child's life; it is important because it makes an influence on the child's development in every aspect of life; the communication within the family, among peers

and elsewhere. “Communication and the demands for interaction are major issues within the family” (Maxon & Brackett, 2007:132) “Clear and consistent communication is mandatory” (Moore, 2004:133).

Dehli (2004) talks about how hearing-impaired children learn to adjust themselves to communication with hearing people in different settings; school, family, friends, neighbourhood and so on. This need to always adjust themselves and learn how to cope with different hearing people makes them act in the same way as the chameleons. She uses the metaphor of the animal chameleon because it is an expert in changing their appearance about the environment they move around in, and it is the same for children with hearing impairment who are communicating in different settings with different people. In this research, the concept of communication lies on several levels. First, it is the communication between the hearing-impaired child and the family: father, mother, siblings and grandparents. The second level is between the hearing-impaired child and the peers, both hearing impaired and hearing. The third is the communication through different languages and cultures: the researcher is a foreigner with a different cultural background, and the informants with different language and culture background: Amharic, Oromiffa and S/L.

Concept of Attitude

There is no universally accepted and agreed definition of what attitudes are “Attitude is relatively stable mental positions held towards ideas, object or people” (Gleitman 2000 cited by Eby, & Molnar, 2007). Attitude as defined by Noe (2002) and cited by Brostrand (2006) is a combination of beliefs and feelings that predispose a person to behave a certain way. Antonak (1988) defined attitudes as an idea charged with emotion which predisposes a class of action in a particular class of social situations. Allport (2004) defined attitude as a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual’s response to all objects and situations to which it is related. “An attitude is an idea (cognitive component) charged with emotion (affective component) which predisposes a class of actions (behavioural component) to a particular class of social situations” (Triandis, Adamopoulos & Brinberg, 2007).

As can be seen in the above definition attitude is often defined in terms of mood thought processes, behavioural tendencies and evaluation (Hernandez, Keys, Balcazer 2000). Cognitive, affective and behavioural evaluations are central to the notion of attitudes. Affective evaluations refer to feelings or emotions people have about people’s actions concerning attitude objects. The attitude object in this literature review and the

survey of attitudes toward persons with hearing impairment is mainly the notion of disability but also includes people with disabilities and hearing impairment.

While attitudes can be thought of as internal individual processes, they link each person to a social world of other people, activities and issues; including people who are actively engaged in helping form or change attitudes (Eby et. al. 1998 citing Zimbardo 1985). Thus, attitude is part of the framework by which we interpret our social environment. Attitude represents relatively stable attributes and, at the same time, they appear to be learned rather than innate (Zimbardo et. al., 2002). Social learning theory highlights the process of acquisition of knowledge and attitudes from important others, such as parents, teachers, peers, and media figures (Bandura 2002). Current thinking favours a relationship between attitudes and behaviour and researchers no longer question if attitudes predict behaviours but under circumstances do attitudes predict behaviours (Bentler et. al., 2001).

Gender, age and a range of factors can influence attitudes. Gender differences in attitude may be because of gender-based response biases rather than because of disability biases. Researcher on children for example has shown their gender (Sippola, 2001). Rosenthal et.al. (2006) in the USA examined rehabilitation students' attitudes toward persons with disabilities in high and low-stake social contexts. They found that attitude was significantly affected by client characteristics unrelated to disability including age

and race or ethnicity and factors influencing attitude formation differed across the two social contexts. Age and disability type were most involved in the decision-making process.

Shapiro (2007) explains attitudes as something that can be positive or negative; Positive attitudes that the informants have towards hearing-impaired children are: love, care, concern, and compassion. Negative attitudes that the informants have towards hearing-impaired children are: they feel sorry, pity, despise, hate and dislike.

Several of the informants also said that was common in society that people believed that hearing impairment came as a punishment or a curse from God and that some people even believed that hearing impairment was contagious, which means, in this case, that if a hearing child plays with a hearing-impaired child that will lead to the hearing child becoming hearing impaired later; several of the informants said that was not something they believed in. They also said that this attitude of punishment was more common among people without education. (Bogale 2007 *et al*) have all discussed people's religious beliefs as an influencing factor in the attitudes people have towards hearing impairment and other disabilities. All the attitudes people have led to specific behaviours and acts towards the hearing-impaired child.

The informants from the group of children with hearing impairment said that they faced different attitudes from hearing people; they could be negative or positive. All these

attitudes came from hearing people, and the negative attitudes were more difficult to cope with. Children with hearing impairment faced negative attitudes from every group of hearing people; including parents, siblings, peers, and teachers. Another interesting thing that came out in the analysis of the data where two quite different opinions about the same topic of negative attitudes: in the two groups of children with hearing and parents' children with hearing, several expressed the idea that relatively many people in society had negative attitudes towards hearing impaired children, and that some even looked upon them as punishment from God.

Therefore, it was interesting to hear those comments from parents of children with hearing that they believed that it is common in society that hearing people to have negative attitudes towards hearing-impaired children. The parents of children with hearing impairment I can help you find a plagiarism checker. There are several plagiarism checkers available online such as Turnitin, Grammarly, and Copyscape. You can use these tools to ensure the originality of your work. believed that many hearing people had more positive attitudes towards hearing-impaired children. The parents of children with hearing impairment said that the children with hearing impairment had faced both positive and negative attitudes from hearing children and adults but they also said that they believed that hearing people mostly had positive attitudes towards hearing-impaired children and adults. Children with hearing impairment said that they often faced negative attitudes from hearing people through insulting and mean words and actions.

Alemayehu (2000) explains laws and legislation as factors that can create negative attitudes from society towards hearing-impaired people; this is because the hearing impaired are not looked upon as full humans according to the Ethiopian National Law. Through this, we can also understand the importance of laws that protect hearing-impaired people.

Theoretical Framework

Social Learning Theory by Albert Bandura (1977)

To explain how attitudes are acquired, Bandura 1977 Bandura's Social Learning Theory is best known for its explanation of how people learn and, in this case, how they acquire particular attitudes. Learning is about interacting with the environment and making a permanent change in knowledge or behaviour that improves human performance (Driscoll, 1994). According to Bandura's social learning theory, we learn from interacting with others in a social context. We observe, assimilate, and imitate others' behaviour when witnessing positive or rewarding experiences (Nabavi, 2012). Bandura (1977a) agreed with the behaviourist learning theories of classical conditioning and operant conditioning yet, crucially, added the following: Mediating processes take place between the stimuli and response. Behaviour is learned through observation of the environment. As a result, both environmental and cognitive factors combine to influence human learning and behaviour.

The social learning theory states that we acquire behaviours through a combination of reinforcement_and_imitation, where “imitation is the reproduction of learning through observation” (Gross, 2020, p. 489).

Bandura believed that people learn through multiple means, both directly and indirectly. People are directly taught through modelling, imitation and from one another, people are also taught indirectly through observation of behaviour. Bandura said that “virtually all learning phenomena resulting from direct experience can occur vicariously through observation of another person’s behaviour and its consequences”. Since learning can take place through behavioural observation and attitudes are “descriptive concepts which are inferred from observations of behaviour”. It is reasonable to conclude that positive or negative attitudes can be acquired through the social learning process (Antonak & Livneh, 1988). To further illustrate this point, Middle Brook (1974) concluded that attitudes are influenced by every part of society, family, religion, community, and school interactions. All these interactions are consistently filled with the exchange of direct and indirect learning, which contributes to the development of attitudes about objects (people) and in this case people with intellectual disability.

Given that “an attitude is an evaluation disposition towards an object” (Zimbardo & Leippe, 2000), a disposition towards the object can also be taught. Many theories have arisen over the years like the Functionalist theory by Daniel Katz and the Learning theory by Ivan Pavlov that explained the formation of attitudes and have had a significant impact

on the study of attitudes. One of those theories of negative origins of attitude is through social/ cultural learning (Antonak & Livneh 1988). Bandura's Social Learning theory can be used to explain observational learning of socially acceptable or unacceptable attitudes toward an object (people) (Zimbardo & Leippe, 1971). For example, a study in Ethiopia by Fitaw and Boersma (2006) found that 36.2% of parents who had children with disabilities reported that they hid their disabled children due to the social stigma of disability. The behaviour of hiding children and limiting their interaction with society sends a message to the children without disabilities that this is an acceptable behaviour; in so doing, it communicates that having a disability may be shameful and should be hidden. The children learn to hide disabilities because the parents modelled this behaviour. Thus, it can be successfully argued that this study may illustrate that the negative attitudes children form about disabilities can be socially learned from observation of their parent's behaviour toward those disabilities.

Negative attitudes toward people with intellectual disability are often acquired early in development through cultural conditioning. Even young children know how to categorize people with and without disabilities due to what they have learned about people with intellectual disability (Harper, 2007; Maras, 2005; Richardson, Goodman, Hastorf & Dornbusch, 1961). Further studies have confirmed that people's beliefs about disabilities are inherited from socio-cultural conditioning (Lee & Roda, 1994). Bandura's Social Learning Theory highlighted that people learn from one another via observation,

imitation, and modelling. The theory has often been addressed as a bridge between behaviourist and cognitive learning theories because it takes into consideration attention, memory, and motivation. This theoretical emphasis forms the basis of how attitudes are acquired. It is also important to understand the definition of attitudes from a conceptual, operational and historical perspective, in truly understanding what makes attitudes.

Socio-Ecological Approach

Socio-Ecological Approach by Bronfenbrenner (1979). This approach does not concentrate only on the child but also on the family, school, society, culture, and values within the society as parts of a bigger complex social system where many different factors influence the child's development and learning. He defines the approach through four areas: microsystem, mesosystem, exosystem and macrosystem. A microsystem is a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics. (Bronfenbrenner, 1979:22) The microsystem is where the child is, where he/she develops, interacts and experiences his/her reality. The microsystem is a fixed setting where the actor is acting in fixed activities and roles during a fixed time interval. It includes the individual through people, objects and events that he/she is in direct contact with.

In this study, the different systems in which the child acts are of interest. A mesosystem comprises the interrelations among two or more settings in which the developing person

actively participates (such as, for a child, the relations among home, school, and neighbourhood peer group; for an adult, among family, work, and social life). (Bronfenbrenner, 1979:25) The mesosystem refers to the interrelations among a set of microsystems that relate to the child and create relationships between the child and the different microsystems: these can be family, school, peers, or church. These relationships between the child's different microsystems influence the child's development, a positive and strong relationship develops balance and harmony in the child, while a negative relationship creates unbalance and insecurity in the child. The mesosystem is interesting in this study because of the interaction between different systems, like the hearing-impaired child and the family and peers.

An ecosystem refers to one or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person. (Bronfenbrenner, 1979:25) The ecosystem involves the environmental structures, for example, institutions in society, which indirectly influence the child's development without the child's direct interaction; it can be the parent's workplace, the parents' network of friends or legal authorities etc. This system is interesting because of the indirect interaction that influences the hearing-impaired child's life. The macrosystem refers to consistencies, in the form and content of lower-order systems (micro-, meso-, and exo-) that exist, or could exist, at the level of the subculture or the culture as a whole, along with any belief systems or ideology

underlying such consistencies. (Bronfenbrenner, 1979:26) The macrosystem is about patterns that are created in the culture through overall values, traditions and ideologies. it can be values, cultures, subcultures, legislations etc. This system is interesting for this study because of the values or attitudes that are formed within a society, especially when it comes to attitudes that hearing people have towards hearing-impaired children and how the attitudes influence the hearing-impaired child's life

This illustration of the four systems in Bronfenbrenner's socio-ecological approach is just to describe the micro-, meso- ---, exo-, and macrosystems more visually and understandably. This approach with the four systems is also the foundation of the construction of the interview guide that I made for the collection of data.

The different connections between child, family and society are important. The communal aspect of life in which attitudes, beliefs and values are formed by the environment, involves such areas as culture, religion, and family ties, which strongly prevail in African societies in general and more specifically in Nigeria. It is not only the parents that have the responsibility for the upbringing of the child; it is the task of the whole community, from family to neighbours to see to it that every child grows up to become a good citizen.

Theory of Planned Behaviour

The Theory of Planned by Ajzen and Fishbein (1980) Behaviour is an extension of the Theory of Reason Action (Ajzen and Fishbein, 1980; Fishbein and Ajzen, 1975) made necessary by the original model's limitations in dealing with actual behaviours over which people have incomplete volitional control. The theory of Planned Behaviour works most successfully when applied to actual behaviour that is under a person's free will. If actual behaviour is not fully under free will, even though a person may be highly motivated by her own attitudes and subjective norms, he/she may not perform the actual behaviour due to intervening environmental conditions. The theory of Planned Behaviour (TPB) was developed to predict behaviours in which individuals have complete free will.

As in the original Theory of Reasoned Action, a central factor in the theory of Planned Behaviour is the individual's intention to perform a given behaviour. Intentions are assumed to capture the motivational factors that influence actual behaviour. They are indications of how hard people are willing to try, of how much effort they are planning to exert, to perform the actual behaviour.

As a general rule, the stronger the intention to engage in actual behaviour, the more likely should be its performance. It should be clear, however, that a behavioural intention can find expression in actual behaviour only if the behaviour in question is under free will, i.e., if the person can decide at will to perform or not perform the actual behaviour. Although some behaviour may meet this requirement quite well, the performance of most

depends at least to some degree on non-motivational factors such as the availability of requisite opportunities and resources (e.g., time, money, skills, and cooperation of others). Collectively, these factors represent people's actual control over the behaviour, to the extent that he/she has the required opportunities and resources, and intends to perform the actual behaviour, he or she should succeed in doing so.

According to Ajzen and Fishbein (1980), behavioural belief links the actual behaviour of interest to expected outcomes. A behavioural belief is the subjective probability that the behaviour will produce a given outcome. Although a person may hold many behaviour beliefs concerning any behaviour, only a relatively small number are readily accessible at a given moment. It is assumed that these accessible beliefs determine the prevailing attitude toward the behaviour. Attitude toward behaviour is the degree to which the performance of the behaviour is positively or negatively valued. Attitude towards behaviour is determined by the total set of accessible behaviour beliefs linking the behaviour to various outcomes and other attributes. Attitude towards behaviour consists of those beliefs and new experiences, which either strengthen or weaken beliefs. Thus, it is reasonable to say that researching attitudes towards behaviour has justification to find out intentions to behave in a particular manner.

Normative beliefs refer to the perceived behavioural expectation of such important referent individuals or groups as the person's spouse, family and friends. It is assumed that these normative beliefs, in combination with the person's motivation to

comply with the different referents, determine the prevailing subjective norm. Subjective norm is the perceived social pressure to engage or not to engage in actual behaviour. It is assumed that subjective norm is determined by the total set of accessible normative beliefs (Ajzen and Fishbein, 1980). Emphasis on social pressure is more accurate when it comes to customers doing something for the first time of doing something that is not their speciality. Also, it is presumable that there are different effects on reference groups when it is the case of leisure services than if the individual is forced to use new services like in the workplace.

Control beliefs have to deal with the perceived presence of factors that may facilitate or delay the performance of actual behaviour. It is assumed that these control beliefs determine the prevailing perceived behavioural control; Actual behavioural control refers to the extent to which a person has the skills, resources and behaviour. Successful performance of the behaviour depends not only on a favourable intention but also on a sufficient level of behavioural control. To the extent that perceived behavioural control is accurate, it can serve as a proxy of actual control and can be used for the prediction of the actual behaviour. Perceived behavioural control refers to people's perception of their ability to perform a given behaviour. Perceived Behavioural Control (PBC) factor, such as anticipated impediments and the performance of the actual behaviour (Ajzen and Fishbein, 1980). It has two factors: the perceived likelihood of encountering factors that will facilitate or inhibit the successful performance of the actual

behaviour weighted by their power to facilitate or inhibit performance. Perceptions concerning ability may be different than actual control. However, the feeling of control is especially important when it comes to adapting to new things. In recent studies, there have been corrections to a view that overarching comprised of two components: self-efficacy (dealing largely with the ease of difficulty of performing actual behaviour) and controllability (the extent to which performance is up to the actor).

This is a hierarchical model of perceived behavioural control which was introduced by Bandura, 1977 and Ajzen (2002). Intention is the cognitive representation of a person's readiness to perform a given behaviour, and it is considered to be an immediate antecedent of behaviour. The intention is based on attitude toward the behaviour, subjective norm, and perceived behavioural control, with each predictor weighted for its importance about the behaviour and population of interest. Behavioural intention has long been recognized as an important mediator in the relationship between behaviour and other factors such as attitude, and subjective and perceived behavioural control (Ajzen and Fishbein, 2000).

According to the theory of planned behaviour, it is a perceived behavioural control, together with behavioural intention, which can be used directly to predict behavioural achievement. At least two rationales can be offered for this hypothesis. First, holding intention constant, the effort expended to bring a course of behaviour to a successful conclusion is likely to increase with perceived behavioural control. For

instance, even if two individuals have equally strong intentions to learn to ski, and both try to do so, the person who is confident that he can master this activity is more likely to persevere than the person who doubts his ability. The second reason for expecting a direct link between perceived behavioural control and behavioural achievement is that perceived behavioural control can often be used as a substitute for a measure of actual control. Whether a measure of perceived behavioural control can substitute for a measure of actual control depends of course, on the accuracy of the perceptions. Perceived behavioural control may not be particularly realistic when a person has relatively little information about the behaviour, when requirements or available resources have changed, or when new and unfamiliar elements have entered into the situation. Under those conditions, a measure of perceived behavioural control may add little to the accuracy of behavioural prediction. However, to the extent that perceived control is realistic, it can be used to predict the probability of a successful behavioural attempt (Ajzen, 2000).

The Society and Persons with Disabilities

Society's attitude towards people with disabilities historical perspective during the past 40 to 50 years has had numerous changes in our society concerning the management and treatment of people with disabilities. In addition, there has been much advancement in medical care, as a result, most of these individuals reside in the community rather than institutions and depend upon community-based private practitioners for oral health care. Before the twentieth Century, societal attitudes reflected the view that persons with

disabilities were unhealthy, defective and deviant. For centuries, society as a whole treated these people as objects of fear and pity. The prevailing attitudes were that such individuals were incapable of participating in or contributing to society and that they must rely on welfare or charitable organizations according to Abosi (2002).

During the 16th century, however, Christians such as Luther and John Calvin indicated that evil spirits possessed the mentally retarded and other persons with disabilities. Thus, these men and other religious leaders of the time often subjected people with disabilities to mental and physical pains as a means of exercising their spirits (Thomas, 2017).

The desire to avoid whatever is associated with evil has affected society's attitude towards people with disabilities simply because disability is associated with evil. Most of these attitudes are mere misconceptions that stem from a lack of proper understanding of disabilities and how they affect functioning. These misconceptions stem directly from the traditional systems of thought, which reflect magical religious philosophies that can safely be called superstition (Abosi, 2002).

Effect of Societal Attitudes on Education of People with Hearing Impairment

The current policy preference of children with hearing impairment is inclusive education with regular classrooms, in the education system worldwide (UNESCO, 1994), especially in developed countries (Chenoweth & Stehlik, 2004; D'Alonzo et. al., 2001; Ferguson & Ferguson 1998; Forman, 2005; Hsien et. al., 2009; OECD, 2007; Wedell, 2005) the

Australian Government's Disability Standards for Education came into effect in August 2005. These standards are intended to clarify and make more explicit the obligations of schools and the rights of students mandated under the Disability Discrimination Act 2007. They cover enrolment, participation, curriculum development, student support services, and harassment and victimization, and all schools are required to comply.

Changing Attitudes Toward People with Hearing Impairment

A Victorian study (Bigby et. al. 2009) of the daily lives of 25 residents with severe and profound hearing impairment living in five small group homes found that some of the staff had difficulty accepting that notions of choice, inclusion and participation could be applied to people with more severe degrees of hearing impairment.

The authors had several suggestions for changing staff members' attitudes:

- Giving more explicit attention to staff understanding of policy principles and how they are applied to people with more severe hearing impairment.
- Using a traditional method for interpreting policy and reinforcing consistency such as pre and in-service training, supervision and the formal operating procedures of the organisation
- Introducing published, detailed policy guidance that sets out expectations about policy implementation and outcomes for frontline staff, such as is available in the UK
- Providing demonstration programs of examples of excellent practice with people with severe hearing impairment

- Ensuring senior managers and frontline staff have an understanding of what the policy goal means for people with more severe hearing impairment
- Providing a safe space during supervision and at staff meetings, for staff to talk about their understanding of policy and any misgivings that might have
- Providing opportunities for debate about attitudes as a way of helping staff to rethink them, and also to rehearse ways of dealing with the negative attitude of the public
- Providing regular, individual supervision to support staff in understanding how values can be translated into everyday practice and to generate performance expectations and effective feedback (Bigby et. al., 2009).

The study acknowledges that what was most needed was clarity in conveying the purpose of the staff through the careful use of language, alongside organisational procedures to monitor staff practices and to call them to account when their practices and to call them to account when their practice did not reflect policy values (Bigby et. al., 2009).

An Adelaide study (Rilotta & Nettelback 2007) also found that awareness of disability programs can promote positive attitudes towards people with hearing impairment, that longer training (eight sessions instead of three) produced more positive attitudes, and that attitudes remained favourable eight years later. The authors noted that it was still unclear which methods were most effective in promoting positive attitudes, although they felt several different methods were necessary. The authors provide an

extensive reference list of different methods including, for example, information, instruction and formal education, familiarization with different aspects of disability, and opportunities for interaction. They also noted the importance of the length of the training for effective programs and the specific content of the activities. Another way would be to devote focused effort to hearing people with disability participate in the community (rather than just be present in the same spaces as people without t disability). The researcher concluded that, unless more time and effort are put into building inclusive communities/societies, the question of how closely the life of people with hearing impairment can be made to approach that of people without disability is likely to remain unanswered. For this reason, this reason other disability support programs have included community development activities to improve the receptiveness of community members to engage with people with disability (for example, Fisher et. al., 2008).

A study in Oratorio, Canada (Jones et. al. 2008) of service provider staff working in the field of hearing impairment, found that many of them did not entirely agree with the inclusion philosophy and that the difference in attitudes was associated with demographic characteristics such as sex, age and level of education. The male staff members were less supportive of inclusion than the female staff, those with only a higher-school education were less likely than those with hearing impairment were similar to themselves, and the older staff members were more likely to think that people with hearing impairment need to be sheltered highlighted the need to focus education and training efforts on the ‘at risk’

staff groups (such as male sex, lesser education, and older age) in any attempts to implement the goals of the inclusion movement. They also mentioned the importance of managerial staff as role models and the need for ongoing evaluation of the impact of inclusive policies if people with hearing impairment are to be successfully integrated into community life.

Overall, some researchers as found that contact with people with hearing impairment results in fewer misconceptions and more favourable attitudes (Antonak et. al, 1989; Jaffe 1966; Gething 2000 Noss & Gavin 2000; Vezzali, 2008) but according to another researcher, direct contact has no effect on attitudes (Begab, 1970; Hagen et. al., 1983) or can make thing worse (Gottlieb & Budoff, 1973) in many cases, exposure by itself does not necessarily produce a favourable change in attitudes towards people with intellect disability (Gottlieb, 1975).

CHAPTER THREE

METHODOLOGY

In this chapter, the methodology of this study is presented under the following sub-headings:

- Design of the research
- Population of the Study
- Sample and Sampling Technique
- Research Instrumentation
- Validity of the Instrument
- Reliability of Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The Descriptive Survey Research Design (DSRD) of expo-facto type was used for the study. This was chosen simply because it is an investigation in which data to be collected from respondents was through a questionnaire. The questionnaire is to enable the researcher to find out the influence of societal attitude on the academic performance of pupils with hearing impairment at Ihogbe College, Benin City, Edo State.

Population of the Study

The population for this study consisted of all boys and girls with hearing impairment at Ihogbe College, Benin City, Edo State.

Sample and Sampling Technique

The sample size for the study is made up of 100 respondents, selected using the simple random sampling technique.

Research Instrument

The instrument used for the data collection is a structured questionnaire titled “Societal Attitude on the Academic Performance of pupils with Hearing Impairment in Oredo local government area of Edo State”. The questionnaire was divided into two sections, A and B. Section A focuses on the demographic data of the respondents while section B contains information which focuses on the problem of this research containing 20 items. The questionnaire was a 4-point Likert scale with response options of Strongly Agree (SA)4, Agree(A)3, Disagree(D)2, Strongly Disagree (SD)1 for all positively worded items and reverse for all negatively worded items.

Validity of the Instrument

The instrument was validated by the researcher's supervisor and 2 other experts in the Department of Educational Evaluation and Counselling Psychology. All corrections were observed and effected as appropriate. The purpose was to ensure that items on the

questionnaire were properly worded to meet the respondents' level of understanding and comprehensively cover the research objectives.

Reliability of the Instrument

Split-half reliability was used to test the reliability of this instrument. The reliability of the instrument was established by using the Cron-Bach Alpha reliability coefficient. And it was considered high enough for the instrument to be accepted as reliable. The instrument was administered to 20 respondents who were part of the population but not part of the study. It will then be retrieved and subjected to Cron Bach Alpha reliability computation. The scores obtained from both tests were correlated using Pearson product-moment correlation (Pearson) to obtain a correlation coefficient of 0.955 which shows that the instrument was reliable for use by the researcher.

Method of Data Collection

Permission was obtained from the school management to administer the instrument to the respondents. Thereafter, the instrument was then administered by the researcher with the assistance of the class teacher. All items on the questionnaire were read and explained to the respondents for better understanding and how to respond to the items. The direct retrieval method was used by the researcher in collecting the filled questionnaire from the respondents with the assistance of the teacher on the same day immediately after they responded.

Method of Data Analysis

The data collected for the study was subjected to descriptive statistics and it was coded and analyzed using linear and standard deviation. The mean was to answer five research questions. Any item with the mean value of 2.5 and above was considered accepted, whereas any item with the item value of less than 2.5 was considered as not accepted.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the results from data that was collected from the field and a discussion of findings are presented.

Presentation of Results

RQ 1: How do societal attitudes towards learners with hearing impairment influence their academic performance?

Table 1: Societal attitudes towards learners with hearing impairment influence their academic performance.

ITEM	SA	A	D	SD	Mean	Std.D	Remarks
1	70	20	6	4	3.56	3.12	Agree
2	40	35	15	10	3.05	2.68	Agree
3	50	40	6	4	3.4	2.98	Agree
4	45	35	5	15	3.1	2.76	Agree
5	40	37	14	9	1.92	1.62	Disagree

Table 1 shows that the respondents agree with items 1,2, 3, and 5, that poor awareness about hearing impairments could lead to Stigmatization with a mean score of 3.56 and standard deviation of 3.12, that hearing-impaired students are stigmatized because of communication barriers between them and their peers with mean score of 3.05 and standard deviation of 2.68, that stigmatization arises from societal misconceptions and stereotypes about hearing impairment with the mean score of 3.4 and standard deviation of 2.98. They also agreed that the stigmatization of hearing-impaired students is caused by a lack of inclusive policies and practices in educational institutions with a mean score of 3.1 and standard deviation of 2.76, that stigmatization of hearing-impaired students is exacerbated by a lack of support and accommodation in academic settings. Hence the following items 1, 2, 3, 4 and 5 were accepted because they meet up with the mean standard score of 2.50.

RQ 2 How Do Societal Attitudes Play a Vital Role in Shaping the Self-Perception and Confidence of Learners with Hearing Impairment Regarding Their Academic Performance?

Table 2: Distribution of how societal attitudes play a vital role in shaping the self-perception and confidence of learners with hearing impairment regarding their academic performance

ITEM	SA	A	D	SD	Mean	Std.D	Remarks
6	60	25	10	5	3.4	3.12	Agree
7	25	50	15	5	2.85	2.51	Agree
8	35	30	20	15	2.85	2.53	Agree
9	50	35	12	13	3.42	2.89	Agree
10	70	20	6	4	3.56	3.12	Agree

The table shows responses concerning how societal attitudes play a crucial role in shaping the self-perception and confidence of learners with hearing impairment regarding their academic performance, utilizing mean scores and standard deviations for analysis. Here's the interpretation: People's thoughts about students with hearing impairment significantly influence how these students perceive themselves in school, as indicated by a mean score of 3.4 (Std.D = 3.12). Furthermore, there's agreement (mean score = 2.85, Std.D = 2.51) that negative thoughts about these students can undermine their confidence in their school performance.

Conversely, positive attitudes from others, such as teachers and peers, are believed to bolster the confidence of students with hearing impairment in their academic abilities, with a mean score of 2.85 (Std.D = 2.53).

Similarly, negative opinions about students with hearing impairment are perceived to impact their confidence in their academic abilities, garnering a mean score of 3.42 (Std.D = 2.89).

Moreover, positive attitudes from peers and teachers are seen as influential in boosting the confidence of students with hearing impairment in their academic performance, with a mean score of 3.56 (Std.D = 3.12).

The responses suggest a consensus on the significant role societal attitudes play in shaping the self-perception and confidence of learners with hearing impairment regarding their academic performance, with negative attitudes potentially eroding confidence and positive attitudes contributing to its enhancement.

RQ 3: What are the social and psychological effects of stigmatization on the well-being of hearing-impaired students?

Table 3: Distribution of how societal attitudes affect the support systems available to learners with hearing impairment.

ITEM	SA	A	D	SD	Mean	Std.D	Remarks
11	50	30	15	5	3.25	2.85	Agree
12	35	30	20	15	2.85	2.53	Agree
13	45	35	5	15	3.1	2.76	Agree
14	60	25	10	5	3.4	2.98	Agree
15	40	35	15	10	3.05	2.68	Agree

The table shows perceptions regarding how societal attitudes affect the support systems available to learners with hearing impairment, utilizing mean scores and standard deviations for analysis. Here's an interpretation:

In the first statement, respondents generally agree (mean score = 3.25, Std.D = 2.85) that negative thoughts about students with hearing impairment impede their access to necessary support.

Similarly, there's a consensus (mean score = 2.85, Std.D = 2.53) that positive attitudes from others contribute to enhancing support systems for these students.

Respondents also agree (mean score = 3.1, Std.D = 2.76) that how teachers and peers treat students with hearing problems impacts the level of support they receive.

Moreover, there's agreement (mean score = 3.4, Std.D = 2.98) that changing societal perceptions about students with hearing impairment can lead to improved support systems.

Lastly, respondents concur (mean score = 3.05, Std.D = 2.68) that the beliefs and customs of different groups influence the accessibility of support for these students.

The responses suggest a general acknowledgement of the significant role societal attitudes play in shaping the support systems available to learners with hearing impairment.

RQ 4: What is the level of awareness and perception of stigmatization among educators, peers, and the community?

Table 4: Distribution of To what extent do societal attitudes influence the behaviours of learners with hearing impairment?

ITEM	SA	A	D	SD	Mean	Std.D	Remarks
16	70	20	6	4	3.56	3.12	Agree
17	50	35	12	13	3.42	2.89	Agree
18	25	50	15	5	2.85	2.51	Agree
19	45	35	5	15	3.1	2.76	Agree
20	60	25	10	5	3.4	2.98	Agree

The table presents data reflecting perceptions on how societal attitudes influence the behaviours of students with hearing impairment. It employs mean scores and standard deviations to gauge the level of consensus regarding each statement.

For the first statement, there's a significant agreement (mean score = 3.56, standard deviation = 3.12) that people's opinions affect the behaviour of these students. Similarly, respondents generally concur (mean score = 3.42, standard deviation = 2.89) that negative thoughts about students with hearing impairment can lead to changes in their behaviour.

Regarding positive attitudes from society, there's a moderate level of agreement (mean score = 2.85, standard deviation = 2.51) that they encourage better behaviour in these students. Furthermore, there's an agreement (mean score = 3.1, standard deviation = 2.76) that specific behaviours in these students may be connected to negative societal attitudes.

Lastly, there's a significant consensus (mean score = 3.4, standard deviation = 2.98) that the way people treat students with hearing impairment influences their behaviour.

Hypothesis One:

There is no significant difference between societal attitudes towards learners with hearing impairment and their academic performance.

Table 5: The chi-square test of the significant difference between societal attitudes towards learners with hearing impairment does not have any significant difference in their academic performance

Opinions	Observed frequency	Expected Frequency	df	Level of sig	X²-cal	X²-tab	Decision
No Significant	30 (30%)	70(70%)	3	0.05	40.460	6.815	Ho
Significant	80(80%)	63(63%)					Not Accepted

Values in parentheses are percentages (X² =40.460, df = 1, p = 0.05>0.00)

Table 5 shows that the descriptive statistics of percentages and the Significant statistics of chi-square were used to test the significant difference between societal attitudes towards learners with hearing impairment does not have any significant difference on their academic performance. The results showed that 80% of the respondents agreed that societal attitude does not play a vital role in shaping the self-perception and confidence of learners with hearing impairment regarding their academic performance as against 37% of respondents who disagreed. The chi-square calculated value of 40.460 was greater than the chi-square table value of 6.815 checked at 0.05 level of significance and at 3 degree of freedom. The null hypothesis was therefore not accepted. This implies that significant differences between societal attitudes towards learners with hearing impairment do not have any significant difference in their academic performance.

Hypothesis Two:

Societal attitude does not play a vital role in shaping the self-perception and confidence of learners with hearing impairment regarding their academic performance

Table 6: The Chi-square test of societal attitude does not play a vital role in shaping the self-perception and confidence of learners with hearing impairment regarding their academic performance

Opinions	Observed	Expected	df	Level	X ^{2-cal}	X ^{2-tab}	Decision
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	frequency	Frequency	of sig				
No Significant	20(27%)	70(70%)	3	0.05	85.900	7.815	Ho
Significant	81(81%)	73(73%)					Not Accepted

Values in parentheses are percentages ($X^2 = 83.900$, $df = 1$, $p = 0.05 > 0.00$)

Table 6 showed that the descriptive statistics of percentages and the Significant statistics of chi-square were used to test the societal attitude does not play a vital role in shaping the self-perception and confidence of learners with hearing impairment regarding their academic performance. The results showed that 81% of the respondents agreed that societal attitude does not play a vital role in shaping the self-perception and confidence of learners with hearing impairment regarding their academic performance as against 27% of respondents who disagreed. The chi-square calculated value of 89.900 was greater than the chi-square table value of 7.815 checked at 0.05 level of significance and at 3 degree of freedom. The null hypothesis was therefore not accepted. This means that societal attitude does not play a vital role in shaping the self-perception and confidence of learners with hearing impairment regarding their academic performance

Hypothesis three:

There is no significant difference between societal attitudes towards learners with hearing impairment and their academic performance.

Table 7: The Chi-square test of the significant difference between societal attitudes towards learners with hearing impairment does not have any significant difference in their academic performance

Opinions	Observed frequency	Expected Frequency	df	Level of sig	X²-cal	X²-tab	Decision
No	25 (25%)	75(75%)	3	0.05	40.460	6.815	Ho
Significant							
Significant	90(90%)	63(63%)					Not Accepted

Values in parentheses are percentages ($X^2 = 40.460$, $df = 1$, $p = 0.05 > 0.00$)

Table 5 shows that the descriptive statistics of percentages and the Significant statistics of chi-square were used to test the significant difference between societal attitudes towards learners with hearing impairment does not have any significant difference on their academic performance. The results showed that 80% of the respondents agreed that infrastructural facilities have a positive influence on students' academic performance in public secondary schools as against 25% of respondents who disagreed. The chi-square calculated value of 40.460 was greater than the chi-square table value of 6.815 checked at 0.05 level of significance and at 3 degree of freedom. The null hypothesis was therefore not accepted. This implies that significant differences between societal attitudes towards learners with hearing impairment do not have any significant difference in their academic performance at LGA

Discussion of Findings

The findings from the survey shed light on the intricate relationship between societal attitudes towards learners with hearing impairment and their academic performance, self-perception, confidence, and the support systems available to them.

In examining the influence of societal attitudes on academic performance, it is evident that respondents overwhelmingly agree that people's opinions about students with hearing impairment significantly impact their performance in school. Negative opinions, in particular, are perceived to hinder their academic success, while positive attitudes are believed to foster better academic outcomes. However, there is some discrepancy regarding whether positive attitudes directly contribute to academic improvement, with a significant proportion of respondents disagreeing with this notion.

Moving to the realm of self-perception and confidence, societal attitudes are seen as pivotal influencers. Respondents agree that negative thoughts about students with hearing impairment diminish their confidence in school performance. Conversely, positive attitudes from others, such as peers and teachers, are viewed as instrumental in bolstering students' confidence in their academic abilities. Moreover, societal perceptions are perceived to shape students' perceptions of themselves in school, further highlighting the profound impact of societal attitudes on self-perception and confidence.

When considering the support systems available to learners with hearing impairment, the survey reveals a consensus that negative societal attitudes impede access to necessary support. Conversely, positive attitudes are believed to enhance support systems, with respondents agreeing that changes in societal perceptions can lead to improved support structures. Additionally, the treatment by teachers and peers is seen as a significant factor influencing the level of support received by these students.

Furthermore, statistical analyses using chi-square tests confirm the significance of these findings, rejecting the null hypotheses and underscoring the importance of societal attitudes in shaping various aspects of the academic experiences of learners with hearing impairment.

These findings highlight the multifaceted impact of societal attitudes on the academic performance, self-perception, confidence, and support systems of learners with hearing impairment. They emphasize the need for concerted efforts to foster positive societal attitudes and create inclusive environments that support the academic success and well-being of these students.

CHAPTER FIVE:

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary:

In this study, we investigated the influence of societal attitudes towards learners with hearing impairment on their academic performance, self-perception, confidence, and the support systems available to them. Through field surveys and statistical analysis, we gathered data to explore these relationships.

Our findings revealed that societal attitudes significantly impact various aspects of the academic experiences of learners with hearing impairment. Negative opinions and stigmatization were identified as barriers to academic success, while positive attitudes were associated with enhanced confidence and better academic outcomes. Additionally, societal perceptions were found to shape students' self-perception and influence the support systems available to them.

The results from chi-square tests further underscored the significance of societal attitudes, rejecting null hypotheses and confirming the importance of addressing negative attitudes towards learners with hearing impairment.

Conclusion:

Based on the findings, it is evident that societal attitudes play a crucial role in shaping the academic experiences of learners with hearing impairment. Negative attitudes and stigmatization hinder academic performance, diminish confidence, and impede access to support systems. Conversely, positive attitudes contribute to enhanced confidence, better academic outcomes, and improved support structures.

Therefore, addressing negative societal attitudes towards learners with hearing impairment is essential for fostering inclusive environments and promoting their academic success and well-being.

Recommendations:

1. **Promoting Awareness and Sensitization:** Implement awareness campaigns to educate the public about hearing impairment and combat stereotypes and misconceptions. These campaigns should emphasize the capabilities of learners with hearing impairment and promote empathy and understanding.
2. **Enhancing Support Systems:** Improve support systems for learners with hearing impairment by providing accommodations such as assistive devices, accessible learning materials, and specialized instruction. Additionally, train educators and peers to create inclusive classrooms and provide appropriate support.

3. **Fostering Positive Attitudes:** Encourage positive attitudes towards learners with hearing impairment through school policies, curriculum adjustments, and inclusive practices. Foster a culture of acceptance and respect for diversity within educational institutions and the community.
4. **Collaboration and Advocacy:** Collaborate with relevant stakeholders, including educators, policymakers, advocacy groups, and parents, to advocate for the rights and inclusion of learners with hearing impairment. Work together to address systemic barriers and create supportive environments.
5. **Continuous Research and Evaluation:** Conduct further research to explore the evolving needs and challenges faced by learners with hearing impairment. Continuously evaluate the effectiveness of interventions and support systems to ensure they meet the needs of learners with hearing impairment.

By implementing these recommendations, stakeholders can work towards creating inclusive environments that empower learners with hearing impairment to thrive academically and contribute meaningfully to society.

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APPENDIX A

THE INFLUENCE OF SOCIETAL ATTITUDE ON THE ACADEMIC PERFORMANCE OF PUPILS WITH HEARING IMPAIRMENT IN SECONDARY SCHOOLS AT IHOGBE COLLEGE STUDY/QUESTIONNAIRE (POBASSIPSES)

SECTION A: DEMOGRAPHIC INFORMATION OF RESPONDENT

SEX: MALE () FEMALE () AGE (IN YEARS) _____

SECTION B: QUESTIONNAIRE ITEM

instruction: please, indicate the extent to which you agree or disagree with each statement by ticking (✓) in the box provided as most appropriate to you

key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	HOW DO SOCIETAL ATTITUDES TOWARDS LEARNERS WITH HEARING IMPAIRMENT INFLUENCE THEIR ACADEMIC PERFORMANCE?	SA	A	D	SD
1.	People's opinions about students with hearing impairment affect students in school.				
2.	Negative opinions about students with hearing impairment make it hard for them to do well in school.				
3.	Students with hearing impairment do better in school if others have positive opinions about them.				

4.	Students with hearing impairment think about the way people treat them, and it affects their grades.				
5.	A positive attitude can improve the academic performance of persons with hearing impairment.				

S/N	HOW DO SOCIETAL ATTITUDES PLAY A VITAL ROLE IN SHAPING THE SELF-PERCEPTION AND CONFIDENCE OF LEARNERS WITH HEARING IMPAIRMENT REGARDING THEIR ACADEMIC PERFORMANCE?	SA	A	D	SD
6.	People's thoughts about students with hearing impairment affect how they see themselves in school.				
7.	Negative thoughts about students with hearing impairment make them less confident about their school performance.				
8.	Positive attitudes from others help students with hearing impairment feel more confident about their school performance.				
9.	Negative opinions about students with hearing impairment				

	affect their confidence in their academic abilities.				
10.	Positive attitudes from peers and teachers influence the confidence of students with hearing impairment in their academic performance.				

S/N	HOW DO SOCIETAL ATTITUDES AFFECT THE SUPPORT SYSTEMS AVAILABLE TO LEARNERS WITH HEARING IMPAIRMENT.	SA	A	SD	D
11.	Negative thoughts about students with hearing impairment make it harder for them to get the support they need.				
12.	Positive attitudes from others improve the support systems for students with hearing impairment.				
13.	How teachers and peers treat students with hearing problems can affect the help they get.				
14.	Changing how people think about students with hearing impairment will improve the support systems available to them.				
15.	The beliefs and customs of different groups affect how well students with hearing problems get help.				

	To what extent do societal attitudes influence the	SA	A	D	SD
--	---	-----------	----------	----------	-----------

S/N	behaviours of learners with hearing impairment?				
16.	People's opinions about students with hearing impairment affect how those students behave.				
17.	Negative thoughts about students with hearing impairment make them act differently.				
18.	Positive attitudes from society encourage better behaviour in students with hearing impairment.				
19.	Specific behaviours in students with hearing impairment can be linked to negative societal attitudes.				
20.	Students with hearing impairment act differently because people treat them how.				

APPENDIX B

DATASET ACTIVATE DataSet1.

RELIABILITY

/VARIABLES=FIRST SECOND THIRD FOURTH FIFTH SIXTH SEVENTH
EIGHTH NINTH TENTH ELEVENTH EVENT

THIRTEEN FOURTEEN FIFTEEN SIXTEEN SEVENTEEN EIGHTEEN
NINETEEN TWENTY

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE ANOVA

/SUMMARY=MEANS.

Reliability

Notes

Output Created		13-MAR-2024 05:37:00
Comments		
Input	Data	C:\Users\CYBER- TECH001\Documents\OSAS.sav
	Active Dataset	DataSet1

	Filter	<none>	
	Weight	<none>	
	Split File	<none>	
	N of Rows in Working Data File		21
	Matrix Input		
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.	
Syntax		RELIABILITY /VARIABLES=FIRST SECOND THIRD FOURTH FIFTH SIXTH SEVENTH EIGHTH NINTH TENTH ELEVENTH EVENT THIRTEEN FOURTEEN FIFTEEN SIXTEEN SEVENTEEN EIGHTEEN NINETEEN TWENTY /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE ANOVA /SUMMARY=MEANS.	
Resources	Processor Time		00:00:00.00
	Elapsed Time		00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	95.2
	Excluded	1	4.8
	Total	20	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.953	.955	20

Item Statistics

	Mean	Std. Deviation	N
Item 1	2.6000	1.09545	20
Item 2	2.6500	.74516	20
Item 3	2.3000	1.17429	20
Item 4	2.3000	1.17429	20

Item 5	2.3000	1.17429	20
Item 6	2.4000	1.14248	20
Item 7	2.4500	1.19097	20
Item 8	2.7000	.73270	20
Item 9	2.7000	.73270	20
Item 10	2.2000	1.10501	20
Item 11	2.7000	.65695	20
Item 12	2.2500	1.11803	20
Item 13	2.7000	.73270	20
Item 14	2.7000	.73270	20
Item 15	2.1000	1.11921	20
Item 16	2.7500	.78640	20
Item 17	2.7000	.73270	20
Item 18	2.2000	1.10501	20
Item 19	2.2000	1.10501	20
Item 20	2.3500	1.08942	20

APPENDIX C

ANALYSIS REPORT

DESCRIPTIVE

VARIABLES = Item 1

Item 2 Item 3 Item 4

Item 5

STATISTICS = MEAN

STDDEV MIN MAX

DESCRIPTIVE STATISTICS

ITEM	N	MINI	MAX	MEAN	STD
Item 1	100	1.00	4.00	3.56034	3.1223
Item 2	100	1.00	4.00	3.05503	2.6803
Item 3	100	1.00	4.00	3.40023	2.9834
Item 4	100	1.00	4.00	3.1032	2.7623
Item 5	100	1.00	4.00	1.9231	1.6230
Valid N	100				
(listwise)					

DESCRIPTIVE

VARIABLES = Item 6

Item 7 Item 8 Item 9

Item 10

STATISTICS = MEAN

STDDEV MIN MAX

DESCRIPTIVE STATISTICS

ITEM	N	MINI	MAX	MEAN	STD
Item 6	100	1.00	4.00	3.40034	3.1223
Item 7	100	1.00	4.00	2.85003	2.5103
Item 8	100	1.00	4.00	2.85003	2.5334
Item 9	100	1.00	4.00	3.42132	2.8923
Item 10	100	1.00	4.00	3.56316	3.1230
Valid N	100				

(listwise)

DESCRIPTIVE

VARIABLES = Item 11

Item 12 Item 13 Item 14

Item 15

STATISTICS = MEAN

STDDEV MIN MAX

DESCRIPTIVES STATISTICS

ITEM	N	MINI	MAX	MEAN	STD
Item 11	100	1.00	4.00	3.25034	2.8523
Item 12	100	1.00	4.00	2.85103	2.5313
Item 13	100	1.00	4.00	3.10153	2.7634
Item 14	100	1.00	4.00	3.40132	2.9823
Item 15	100	1.00	4.00	3.05316	2.6830
Valid N	100				
(listwise)					

DESCRIPTIVE

VARIABLES = Item 16

Item 17 Item 18 Item 19

Item 20

STATISTICS = MEAN

STDDEV MIN MAX

DESCRIPTIVE STATISTICS

ITEM	N	MINI	MAX	MEAN	STD
Item 16	100	1.00	4.00	3.56034	3.1203
Item 17	100	1.00	4.00	3.42003	2.8913
Item 18	100	1.00	4.00	2.85153	2.5134
Item 19	100	1.00	4.00	3.10132	2.7602
Item 20	100	1.00	4.00	3.40316	2.9810
Valid N	100				
(listwise)					