

**AN ASSESSMENT OF THE CHALLENGES FACED BY STUDENTS
WITH HEARING IMPAIRMENT AND ITS IMPACT ON THEIR
ACADEMIC ACHIEVEMENTS IN OREDO LOCAL GOVERNMENT
AREA OF EDO STATE**

BY

**Yutendala Ntongha OBONA
EDU1804163**

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

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CERTIFICATION

This is to certify that this project was carried out by Yutendala Ntongha OBONA with matriculation number EDU1804163 Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City.

Dr. Friday. Egberha
(Ph.D)
(Project Supervisor)

Date: _____

Rev. Fr A.A. Adubale

(Project Coordinator)

Date: _____

Dr. (Mrs.) M.U Orheruata
Head of Department (EECP)

Date: _____

DEDICATION

This project is dedicated to the divine being, as he serves as the origin of life and strength, a solid foundation, and a wellspring of wisdom, knowledge, and comprehension. God has provided me with assistance and resilience during this programme, and with his support, I have experienced significant growth and success in my academic journey.

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ABSTRACT

The issue of hearing impairment has emerged as a significant disability concern on a global scale, posing a potential obstacle to the provision of high-quality education in emerging nations such as Nigeria. This initiative specifically addresses the difficulties encountered by students with hearing impairments in a specialised educational setting in Nigeria. A research investigation was carried out within the special schools located in the Oredo Local Government Area of EDO State. The primary methodology employed was qualitative research, with questionnaires serving as the means to gather fundamental demographic data from the participants. The focus of this study encompassed educators and head teachers of kids with hearing impairments within the Oredo Local Government Area. A total of 40 participants, all of whom were instructors, were involved in the research study. The study revealed that students in special needs education encounter various obstacles, including a scarcity of hearing aids, a communication barrier with the surrounding community, unfavourable attitudes from the community, insufficient funding, abandonment by parents and relatives, a shortage of teachers, and a lack of sign language interpreters. The challenges were found to have both immediate and lasting effects on the academic performance of students affiliated with the centre. In this study, it is determined that pupils with disabilities, particularly those with hearing impairments, in the Oredo Local Government Area are encountering difficulties in achieving fundamental education. The Nigerian government should enhance financial allocation and guarantee the

provision of essential hearing devices and technology to all pupils with hearing impairments. This study provides a foundational framework for future research on the issues encountered by individuals with special needs in Nigeria.

CHAPTER ONE

INTRODUCTION

Background of the Study

Education, globally, is considered to be a fundamental human right for all persons, regardless of socio-economic and or physical wellbeing status (Udoba, 2014). Education in every society is designed with the objective of eliminating disparities among its populace. According to Hornby (2004), education can be described as the systematic process of imparting knowledge, receiving training, and acquiring skills, typically within educational institutions such as schools or colleges. The provision of educational opportunities and facilities for individuals with disabilities is commonly referred to as "Special Needs Education." This phrase serves as a replacement for the term "disability" when addressing the educational needs of those who face physical challenges (Mutugi, 2018).

The educational objectives for children with hearing impairment are focused on the cultivation and utilisation of their inherent capabilities. People with hearing impairments constitute a significant portion of Nigeria's human resource base. By effectively harnessing and appropriately channelling their potential, individuals have the opportunity to transition into both employees and employers, so making valuable contributions to the tax base of the economy and becoming significant social and economic assets. The implementation of Universal Basic Education (UBE) in 1999 serves as a significant mechanism for providing students with disabilities with the necessary

educational opportunities to enable them to achieve their goals and effectively participate in society. Special needs education learners include persons facing difficulties in learning, growth, disorder, behaviour, inability to look after themselves, communicate and interact with normal people (Lindsay 2007).

Within the context of Nigeria, special needs education pertains to the delivery of customised educational services and assistance to individuals who possess disabilities. The objective is to advance inclusive education, guaranteeing that children with special needs are able to obtain high-quality education in collaboration with their peers inside mainstream schools or specialised educational institutions. Approximately 15% of the global population, which amounts to seven billion individuals, is believed to have disabilities in various capacities (Agyire-Tettey, Cobinna & Hamenoo, 2017; World Health Organisation World Bank, 2011). According to Kodiango and Syomwene (2016), hearing impairment is a prevalent condition within the global disability index. The global prevalence of hearing impairment handicap is estimated to be approximately 350 million individuals, as reported by the World Health Organisation in 2011. Research conducted on a global scale has indicated that the prevalence of hearing impairment is more severe in Africa when compared to other regions throughout the globe (Agyire-Tettey et al., 2017; World Health Organisation, 2012). Research has indicated that hearing impairment has a significant impact on specific developmental domains in young children. Kodiango and Syomwene (2016) and Ndurumo (1993) have identified several key domains encompassing speech, intelligence, language, psychological development, and

educational accomplishment. Agyire-Tettey et al. (2017) conducted a study which found that many institutional impediments, such as the availability of reading learning materials, facilities, teaching curricular content, and instructional processes, appear to have an impact on the academic performance of individuals with hearing impairment in Nigeria. The right to education is one of the numerous rights that individuals with disabilities in Nigeria are entitled to. Government support has been provided to learners with special needs in this regard. The Universal Declaration of Human Rights, established in 1948, asserted that every child had the entitlement to get an education, irrespective of their social or economic standing. The UNESCO framework for action on Special Needs Education and the United Nations standard guidelines on equal opportunities for persons with disabilities (1993) share similarities. Despite the presence of numerous disability welfare organisations, individuals with disabilities, such as those with hearing impairments, continue to have difficulties and limitations in accessing educational and social services. The majority of individuals with hearing impairment in Nigeria face various obstacles, including societal attitudes, stigma, and misconceptions, a lack of qualified teachers, a scarcity of specialised teaching and learning materials and assistive devices, and insufficient support from the Federal Government.

Students with hearing impairment frequently encounter diverse obstacles, which might differ depending on criteria such as the extent of impairment, the available assistance, and the educational setting.

Several obstacles that may arise include communication barriers, social isolation,

restricted information access, and misinterpretation.

A youngster with hearing impairment might experience considerable educational successes that are influenced by the socioeconomic situation of their household. Higher socioeconomic class families typically possess greater finances, access to specialised education, and superior healthcare, resulting in enhanced support for the child's requirements. In contrast, those with a lower socioeconomic position may have restrictions in obtaining high-quality schooling, hearing aids or cochlear implants, speech therapy, and other necessary services, which could impede the child's scholastic advancement. Nevertheless, it is crucial to acknowledge that each circumstance possesses distinct characteristics, and individual elements also contribute to the determination of results.

The provision of assistive tools and technology is of utmost importance for students with hearing impairments, as it significantly facilitates their daily lives. However, the absence of such resources can impede the participation of hearing impaired students in certain activities, hence potentially impacting their academic performance.

The family has a crucial role in the academic performance and development of children with hearing impairment. The involvement of the family can be facilitated by providing emotional support, advocating for their needs, offering aid with homework, exposing the children to language, and ensuring them access to resources that are beneficial for hearing impaired children.

Statement of the Problem

Children with hearing impairment encounter substantial obstacles that have a considerable impact on their academic performance in mainstream school in Nigeria. Although there are attempts to encourage inclusive education, individuals with hearing impairment face multiple barriers that impede their academic advancement and overall learning experience. Gaining a comprehensive understanding of these obstacles is essential for the development of focused interventions and support systems in Oredo local Government, with the aim of improving the educational achievements of students with hearing impairment. The research is positioned to address the existing disparity in understanding the difficulties encountered by individuals with disabilities in Oredo local Government.

Research Questions

To guide the study, the following research questions were raised.

1. What challenges do students with hearing impairment encounter in the Oredo local Government area?
2. What is the influence of a family's socioeconomic situation on the educational opportunities and resources accessible to a child with hearing impairment?
3. Does the lack of accessible assistive tools and technology impact the academic performance of students with hearing impairment in Oredo local Government?
4. What impact does the extent of family engagement and assistance have on the

academic achievement of students with hearing impairment?

5. To what extent can social interactions and peer relationships within school settings impact the academic success of students with hearing impairment?

Significance of the Study

This study holds significant importance for stakeholders and the general public as it aims to provide intervention options that effectively address the challenges faced by kids with hearing impairments. The study will additionally aid in identifying efficacious educational methodologies, communication modalities, and assistive technology that augment learning results for students with hearing impairment. Research findings can provide valuable insights for the creation of targeted training programmes aimed at equipping instructors with the necessary knowledge and skills to effectively assist students with hearing impairments within regular classroom settings.

Furthermore, this research will contribute valuable insights to the current corpus of knowledge in the field of special needs education and will also pave the way for future investigations in the realm of educating kids with special needs.

Purpose of the Study

The primary objective of studying the difficulties encountered by students with hearing impairment and its influence on their academic accomplishments is to establish a fair and nurturing educational setting that empowers all students, including those with hearing impairment, to excel academically and socially. By confronting these obstacles,

society can strive to dismantle barriers and construct a more comprehensive and easily accessible education system.

More precisely, the following are stated out purposes for studying the challenges faced by students with hearing impairment and its impact on their educational achievements:

- The utilisation of research findings can contribute to the enhancement of teacher training programmes for educators and educational professionals within the Oredo local Government. Teachers can acquire knowledge about efficient methods and approaches to assist students with hearing impairment in the classroom.
- The present study investigates the social dimensions of the educational encounter for students with hearing impairment within the Oredo local Government. Enhancing students' social integration within the school community can be facilitated by comprehending social interactions, peer connections, and the emotional well-being of these individuals.
- Research in this field enhances the existing information on hearing impairment, education, and inclusive practices. It offers significant perspectives for future research and guides evidence-based actions.
- Research plays a crucial role in the advancement and enhancement of educational support services for students who have hearing impairment. This include the

utilisation of suitable assistive technologies, provision of assistance from educated professionals with specialised expertise, and development of learning materials that are accessible to all individuals.

Scope and Delimitation

Scope:

This study specifically focuses on a demographic of kids with hearing impairment, specifically those attending secondary schools. The scope may involve assessing current educational interventions and tactics employed to assist pupils with hearing impairment in the Oredo local government area. The study may also investigate a range of obstacles encountered by students with hearing impairment, encompassing problems related to communication, social integration, academic achievement, emotional well-being, and their influence on educational outcomes.

Delimitation:

The study may lack a comprehensive examination of the impact of particular cultural or socioeconomic variables on the difficulties encountered by students with hearing impairment. The study may briefly include assistive technologies, but it may not provide a thorough examination of the most recent technical breakthroughs.

The study's scope may be restricted in terms of participant or school inclusion due to limitations in available resources. The research will exclusively concentrate on the difficulties encountered by students with hearing impairment, while disregarding the

influence of other disabilities.

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Definition of Terms

1. **Special Education:** This refers to educational programmes and environments that are specifically tailored to cater to the requirements of students with disabilities, such as hearing impairment, in order to offer expert assistance and guidance.
2. **Hearing Impairment:** Auditory impairment is a condition characterized by a diminished capacity to sense sounds, which can vary in intensity from mild to severe, impacting an individual's ability to communicate and comprehend spoken language.
3. **Educational Achievements:** Educational performance and outcomes encompass various aspects such as grades, test scores, achievement of educational milestones, and other indications that signify educational success.

4. **Challenges:** The particular problems faced by kids with hearing impairment in educational environments encompass communication impediments, social issues, and academic hardships.

5. **Impact:** This term denotes a substantial or robust impact or consequence on an entity or individual.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

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

- ◆ Challenges facing learners with hearing impairment
- ◆ Socio economic status of family of students with hearing impairment
- ◆ Availability of assistive tools
- ◆ Academic achievements of students with hearing impairment
- ◆ Hearing impairment

Challenges facing learners with hearing impairment

Based on data from the World Federation for the Deaf, it is estimated that there are around 70 million individuals worldwide who are classified as deaf, with around 80% of this population residing in developing nations (World Federation of the Deaf, 2020). According to the current UN (2019) report on individuals with disabilities, physically challenged individuals face numerous obstacles when it comes to accessing education. Research has indicated that individuals with disabilities exhibit lower rates of school attendance, completion, dropout rates, possession of fundamental skills, and limited prospects for academic advancement. The report additionally asserted that the global denial of excellent education to individuals with disabilities persists due to factors such as

discrimination and prejudice, the absence of competent teachers, insufficient educational materials, and limited research on disaggregated data pertaining to disability (UN, 2019). The World Federation of the Deaf additionally notes that individuals who are deaf are among the most economically disadvantaged, facing significant barriers in accessing education. Numerous challenges impede the ability of learners with special needs to achieve their maximum potential by impeding their complete engagement in educational settings. These factors encompass community stigma or attitudes, insufficient availability of specialised teachers and resource centres, scarcity of specialised teaching and learning tools and assistive technologies, and a general lack of awareness or ignorance among the general population regarding the fact that disability does not imply incapacity. The user's text may be rewritten as follows:

1. Negative attitude, stigma and myth held by the Society

Individuals with disabilities in Nigeria have been subjected to partial or permanent abandonment in resource centres due to the influence of traditional beliefs and cultural pressures. According to the National Action Plan for the Promotion and Protection of Human Rights, misunderstandings and unfavourable opinions about children with special needs impede their educational ambitions. One example is the belief held by certain communities that individuals with disabilities are associated with the presence of malevolent spirits. While some individuals hold the belief that engaging in sexual intercourse with a disabled individual can perhaps lead to the cure of HIV/AIDS. This perception leads to the vulnerability of individuals with hearing impairments to

many forms of mistreatment, such as harassment, bullying, abuse, and school dropout. Consequently, it has prompted certain parents to adopt a more cautious approach towards their children with disabilities. According to Fichten and Amsel (1986), individuals with impairments are frequently characterised as exhibiting heightened sensitivity, self-pity, vulnerability, dependence, susceptibility to frustration, lack of ambition, and a tendency to anticipate preferential treatment from others. According to a research conducted by Hops (1996) in Botswana, individuals held the belief that handicap was a curse caused by witchcraft or the breach of traditional standards or values by their parents. The societal stigmatisation leads to the disregard of children with disabilities and perhaps their complete exclusion from their family. The author additionally expounded upon the notion that these activities have immediate outcomes, such as children with impairments opting to seek refuge in isolated cow posts, while the enduring implications deter challenged children from pursuing formal education. Hetu (1993) asserts that hearing loss can have profound and distressing effects on those with disabilities, leading to potential misinterpretation as signs of senility or absent-mindedness. Hearing impairment might be perceived by some as a challenge to their self-perception, leading to feelings of insignificance and social abnormality (Gudyanga, Wadesango, Hove, & Gudyanga, 2014). Yaker (1970) posited that the prevalent negative and stereotypical attitudes possess the capacity to curtail the potential opportunities that individuals merit for their personal progress. The constraints put on individuals with disabilities by the broader society might at times be more detrimental than the impairment itself.

At the international level, there is a noticeable change in attitudes towards individuals with disabilities and their access to educational opportunities. The authors Furnham and Thompson (1994) posited that this shift could potentially be indicative of socially desired responses rather than genuine transformation. According to the theory of social desirability, individuals tend to exhibit a preference for products that convey socially acceptable qualities (Wright, 1983). Stated differently, it is possible that there has been no substantial shift in attitudes towards individuals with disabilities. Rather, individuals may exhibit reduced inclination to openly express their genuine negative sentiments due to the prevailing societal disapproval of expressing biases and stereotypes towards hearing impaired learners.

2. Inadequate Specialist Teachers

The United Nations (2019) reports on disability have proposed that nations should offer training programmes to educators and other professionals in the field of education, with the aim of equipping them with the necessary knowledge and expertise in inclusive education for individuals with disabilities. A study conducted by Mpofu and Shumba (2012) in Zimbabwe has determined that teachers who instruct individuals with disabilities are severely deficient. The insufficiency of teachers was ascribed to the government's incapacity to provide further training for educators who are responsible for instructing children with hearing impairments. According to their suggestion, the most suitable approach to educate teachers with the necessary skills and competences, such as sign language understanding, is through specialised teacher training provided by

postsecondary institutions and in-service workshops. Nigeria is encountering numerous issues in various domains, particularly in terms of accessing communal or other essential facilities. The lack of adequately educated teachers often hinders the ability of learners with hearing impairment to receive a high-quality education, as confirmed by the Ministry of Education in 2007. Nevertheless, a significant number of individuals refrain from pursuing a career as Special needs instructors due to their perception that the increased workload outweighs the corresponding wages in Nigeria. According to Hauya and Makuwira (1996), teachers who work with students with special needs often experience demoralisation due to challenges such as housing shortages, low salaries, and limited career prospects. Consequently, these teachers tend to avoid pursuing special needs training, as they perceive it to be excessively demanding and offering fewer benefits compared to teaching students with typical needs.

3. Shortage of specialised teaching and learning resources

Learning resources refer to many materials and tools that educators can utilise to enhance their performance in specific areas of their career, either during their pre-service or in-service training. The significance of this matter is in the recognition that the efficacy of a school system is mostly contingent upon the calibre of its instructors (Barber and Mourshed, 2007). If educators own agency in this particular process, meaning they actively participate in and make contributions to its design, they are more inclined to effectively use their experiences inside the classroom setting (Schieb and Karabenick, 2011).

Resources for educators in the field of special education. Several of these resources comprise:

1. Naset- promoting the profession

NASET, the National Association of Special Education Teachers, offers a distinctive forum for special education teachers to unite and assist one other in their quest for contemporary professional growth. NASET provides its members with unique chances to expand their knowledge and stay updated on advancements in specialised teaching, with a focused emphasis on this crucial sector.

2. Teacher vision-all tips

Teacher Vision offers state-of-the-art resources that educators require to effectively assist their students. Their team, consisting of certified and present classroom educators, thoroughly evaluates and develops resources that are precise, contemporary, and responsive to evolving educational requirements.

3. The education commission of state-navigation of every aspect of education

The Education Commission of the States provides state policymakers with tailored assistance and innovative networking opportunities. Their initiatives facilitate the collaboration of education leaders, enabling them to exchange expertise and create impactful policies that may be implemented across different states.

The availability of high-quality education is often hindered by insufficient teaching and learning resources, including the absence of appropriate learning gadgets for individuals with hearing impairments. According to a study conducted by Mangope

(2002), a significant obstacle faced by educators in delivering suitable instruction to students with special needs was the insufficiency of available resources. Additionally, the study also revealed that the supply of assistive devices in schools for students with special needs is insufficient in terms of special support services. Over 60% of educators said that these services were not offered. In Nigeria, students with hearing impairment do not have complete access to assistive aids and technologies. The government in Nigeria has disregarded Special needs education, resulting in a deficiency in the subject. The lack of learning resources and assistive technologies hampers the effectiveness of teaching and learning for hearing challenged learners. Nigeria presents a significant obstacle for learners with hearing impairments.

4. Other factors affecting learners with hearing impairment

Numerous more variables exert an influence on individuals with hearing impairment. Several of these factors may encompass:

1. The degree of hearing loss can have a substantial impact on a student's capacity to perceive and comprehend spoken language.
2. The choice between a normal school with support or a specialised school for the deaf can have a significant influence on a student's educational experience.
3. The mode of communication employed by a student, whether it be sign language, spoken language, or a combination of both, has a significant impact on their communication and learning outcomes.

4. The impact of hearing loss on language development can vary between individuals who have hearing loss from birth or early childhood and those who develop it later in life.

Availability of assistive devices

An assistive technology device refers to an object or apparatus that aids individuals with disabilities in enhancing, preserving, or enhancing their functional abilities. Technical assistive devices can be categorised as either high-tech or low-tech. Surgically implanted medical devices are not classified as assistive technology devices.

Assistive technology services encompass the provision of direct support to students with disabilities in the process of selecting, acquiring, or utilising assistive technology devices.

Assistive technology refers to a commercially obtained, off-the-shelf, modified, or customised item, piece of equipment, or product system that is used to enhance, maintain, or improve the functional capabilities of individuals with disabilities (Johnston, Beard, & Carpenter, 2007, p. 4). It is recommended that special education teachers, particularly those in middle and high school, be provided with access to electronic resources that can assist students in overcoming their academic challenges (Mull & Sitlington, 2003). Teachers play a crucial role in assisting students by providing them with training on the utilisation of affordable and easily transportable tools. This training has the potential to enhance students' ability to live and behave autonomously upon completing high school. Consequently, students with disabilities are more likely to achieve higher levels of

success and independence. However, it is important to note that these students may still lag behind their non-disabled peers (Blackorby & Wagner, 1996). For example, instructing pupils in the use of a calculator can be more pragmatic than initiating the teaching of elementary mathematics to middle and high school students, such as the computation of two numbers. In addition, in cases when students possess the ability to utilise a calculator but encounter challenges in accurately articulating numerical values, they may opt to employ more sophisticated resources, such as a talking calculator. This tool aids students in accurately expressing numbers and may be conveniently employed at any given time or location (Lankutis, 2004).

Assistive technology services encompass a range of interventions, which may include, but are not restricted to:

- An assessment of a student's requirements, which may involve a functional evaluation conducted inside the student's usual setting.
- The act of obtaining, renting, or procuring an assistive technology device;
- The process encompasses the identification, creation, implementation, modification, restoration, and substitution of an assistive technology apparatus, as well
- As the provision of instruction or technical support to a student, their family, or other professionals who offer services to or are significantly engaged in the student's primary life activities.

The federal special education law known as the Individuals with Disabilities Education Act (IDEA) mandates that public schools must ensure that every child receives a Free Appropriate Public Education (FAPE). In order to ensure Free Appropriate Public Education (FAPE) for a student with a handicap, schools are required to offer specialised education and associated services.

To the greatest extent possible, mainstream educational settings offer supplementary aids and services to facilitate the education of children with disabilities alongside their non-disabled peers.

If, following a thorough assessment, a student meets the criteria for special education services as outlined in the Individuals with Disabilities Education Act (IDEA), the student's Individual Education Programme (IEP) team is responsible for developing and executing an IEP for that student. An individualised education programme (IEP) is a formal document that provides a comprehensive account of the specific instruction and services required by a student with a disability in order to obtain free appropriate public education (FAPE).

The IEP team should consistently take into account a student's requirement for assistive technology. If an individual, such as a student, parent, teacher, or other member of the Individualised Education Programme (IEP) team, observes that assistive technology is not being taken into account and holds the belief that it should be, they should express their concern during the yearly IEP meeting or formally request a meeting to deliberate on the matter of assistive technology. During the meeting, the individualised

education programme (IEP) team will assess whether the implementation of assistive technology would enable the student to derive educational benefits or achieve the goals and objectives outlined in the IEP.

There are two reasons why assistive technology devices and services can be incorporated into an individualised education programme (IEP): 1) as a form of differentiated instruction or a related service; and/or 2) as additional support and service. In the event that an individual requires an assistive technology service or device for special education or a related service that is essential for receiving Free Appropriate Public Education (FAPE), it is imperative that said service or device be provided. One illustration of assistive technology equipment and service offered within the context of special education, specifically tailored to address the distinct requirements of a kid with a disability, encompasses a voice-activated computer, accompanied by comprehensive training sessions for both the student and teacher to effectively utilise the computer. One instance of an assistive technology service offered as a supplementary service to aid a kid in gaining advantages from special education is speech-language services associated with the use of a voice-activated computer.

Furthermore, according to the LRE requirement, a school is obligated to offer additional resources and services to guarantee that children get instruction in a conventional educational setting to the greatest degree feasible. Hence, the utilisation of assistive technology may be essential in order to uphold the LRE, even if it does not have a direct impact on the receipt of FAPE. Assistive technology is regarded as an additional

tool or service that should be incorporated into the individualised education programme (IEP) and made available to the person. One instance of an assistive technology device and a supplementary assistive technology service is a wheelchair that facilitates a child's access to schools and physical therapy sessions.

The utilisation of assistive technology has significantly impacted families who are facing critical challenges in caring for their children with disabilities. The primary barrier impeding the utilisation of assistive technologies among a significant proportion of children with hearing impairments is the financial feasibility of acquiring the necessary equipment. Primarily, families are making every effort to address the needs of their children, regardless of the consequences. This study explores the advantages of assistive technologies in enhancing the quality of life for children with hearing impairments who face significant challenges in their developmental journey. Despite the challenges they face, the implementation of assistive technology has had a transformative impact on their lives. The provision of assistive tools is of utmost importance for students with hearing impairments, as it significantly facilitates their daily lives. However, the absence of such resources can impede the participation of hearing-impaired students in certain activities, potentially impacting their academic performance.

Examples of assistive technology devices are:

- Wheelchair or wheelchair ramp;
- Voice-activated computer;

- Telecommunication device;
- Electronic note takers and cassette recorders;
- An auditory FM trainer and closed circuit TV;
- Large-print books;
- Word prediction, voice recognition and synthesis, and word processing software;
- Switches and controls for access to equipment;
- Tactile resources, such as Braille flashcards, pegboards for teaching shapes or spatial relationships, manual and electronic Braillewriters, and adaptive paper that offers additional visual or tactile feedback like raised-line paper, are available for visually impaired pupils.
- Pencil grips;
- Hearing aids.

Products for the hearing impaired, such as assistive tools for everyday living, communication, and other requirements. Some examples are:

- Personal amplification systems,
- Wireless TV listening systems,
- Vibrating alarm clocks,
- Doorbell with flashing light alert,
- Portable closed captioning system,

- Face-to-face dual keyboard communication system,
- Amplified telephones,
- Phone with captioning, and
- Mobile devices with texting or specialised apps.

Socioeconomic status of family of students 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 serves as a gauge of how well-liked or unpopular a group is in the community. It typically has to do with a person's or a group's wealth, occupation, income, and level of education. These characteristics are condensed into an index or single figure that represents their socioeconomic status. Since there is no universally accepted definition of socioeconomic position, many socioeconomic indices are developed for various purposes.

Socioeconomic status, according to Sharan (1986), is a mental construct that refers to how much or how little respect members of society accord 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 inadequate 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 towards 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. Greater socioeconomic position frequently results in easier access to resources like communication aids, hearing aids, and specialised educational help. On the other hand, a learner's access to these resources may be restricted due to a lower socioeconomic level, which could impede their academic and social growth. The level of educational opportunities and assistance that a learner has access to is influenced by the financial capacity of their family, which can have an impact on the learner's overall educational experience and results.

Academic achievements of students with hearing impairment

Academic achievement is the advancement achieved towards the objective of gaining information, skills, and resources for education; this often involves a range of subject areas. Instead of general knowledge acquisition in non-academic contexts, it relates to achievement in academic settings. Academic achievement has been the subject of much empirical research and basic advancements, including the creation of the first intelligence test by Binet and Simon. Textbooks for beginners, like Woolfolk (2007), offer a theoretical and empirical understanding of the factors that influence academic performance and evaluation. But because academic accomplishment is such a large subject, a number of textbooks have mostly concentrated on particular facets of it, such as improving academic achievement or identifying particular predictors of academic

achievement. Spinath (2012) offers a comprehensive, succinct, and enlightening summary of academic accomplishment. In light of various viewpoints (such as those for individuals and society, as well as psychological and educational studies), Spinath (2012) highlights the significance of academic performance.

A person's academic performance has a significant impact on their life in industrialised cultures. A student's ability to continue their education (e.g., to attend a university) is determined by their academic accomplishment, which is measured by the GPA (grade point average) or by standardised exams developed for this purpose, such as the SAT (Scholastic Assessment Test). Thus, scholastic success determines one's eligibility for postsecondary education as well as shapes one's postsecondary profession depending on the degree(s) obtained. Academic success is crucial for a country's wealth and development, in addition to its personal significance.

Children with hearing impairment encounter major difficulties in interpersonal communication. Studies abound that show hearing-impaired students perform significantly worse academically than their peers. Hearing loss provides trouble perceiving sounds normally, which affects communication and produces a lag in daily routine, social play, or "academic performance" if early intervention services (hearing devices, speech therapy), early testing, and fast diagnosis are not obtained. The accessibility of opportunities in one's surroundings determines one's level of success. However, a youngster with any kind of disability—physical, mental, or both—will find this to be very challenging. Therefore, if a child with a disability—specifically, a hearing

impairment—is found, evaluated, and given a diagnosis as soon as possible, between the ages of 0 and 3 years old, the child will develop normally and be able to pass his delayed developmental milestones. The academic achievement of children with hearing impairments has long been a source of worry. Based on a comprehensive observation, children with any sort of hearing impairment exhibited lower academic performance compared to their peers with normal hearing. There have been reports of scholastic difficulties, particularly with reading and writing skills, in children with moderate-to-severe hearing loss. Hearing-impaired preschoolers showed signs of poor reading comprehension, but by the time they reached the second grade, their reading and comprehension abilities were commensurate with their age. When comparing a group of kids with mild to moderate hearing loss to a group of kids with dyslexia, Halliday et al. found that the hearing-impaired kids had more age-appropriate reading skills than the dyslexic kids. A small number of studies have reported no differences in IQ between children with sensorineural hearing loss and children with normal hearing; yet, these children do poorly on assessment exams. Success in school is greatly influenced by a wide range of circumstances. A child's response to these variables and factors can be either positive or negative, depending on how they correlate with one another. For instance, the degree of hearing loss is linked to receptive, expressive, and oral abilities, all of which affect classroom communication. Likewise, a child's confusion about academic accomplishment might be caused by high expectations placed on them and a lack of resources, which puts pressure on the child. Academic success was also closely

linked to the communication aspect. Strong expressive, receptive, and conversational abilities are essential for academic success, but in the case of children with hearing impairments, these skills were insufficient to support full participation in the classroom.

Anju et al.'s 2020 study examined the coping mechanisms and academic performance of kids with cochlear implants in regular classroom settings. The findings showed that, in terms of oral understanding, 29% of kids were able to comprehend and arrange complicated directions. Of these kids, 13% could articulate themselves orally with normal articulatory skills. 19.3% of readers were able to appropriately combine sounds to form words. In written expression, 74% of kids could accurately replicate words or sentences. 41.9% of kids in math class finished numerical exercises with the same precision and speed as their classmates who had normal hearing. In every academic area, 71% of students outperformed the norm, according to teachers. Early intervention, suitable implantation age, auditory verbal therapy, and parental and teacher support all have a positive impact on the academic achievements of children with hearing impairments. The academic results of children with mild-to-severe hearing loss were examined by J. Bruce et al. in 2020. Children with mild to moderate hearing loss were shown to have acceptable verbal communication abilities and academic outcomes, whereas those with moderate to severe loss demonstrated poor language skills. These results emphasise the value of clinical therapies, such as assisted hearing aids, in conjunction with early intervention.

syndromes, metabolic endocrine diseases, and blood incompatibility. Exogenous influences arise from either external items or accidents that obstruct or destroy a portion of the auditory apparatus. Moreover, exogenous factors encompass pharmaceuticals, toxins, bacterial illnesses like meningitis, and viral diseases like measles, mumps, and rubella.

CHAPTER THREE

METHODOLOGY

The study will present the methodologies and procedures in this chapter, which are organised into the following sub-headings:

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

Research Design

The researcher utilised a survey design methodology in the course of the study. The survey design is a highly dependable and suitable approach for gathering data from a large population. It allows for the selection of a relatively large sample of subjects from a predetermined population, facilitating data collection and providing a foundation for researchers to draw conclusions about a larger population.

Population of the Study

The study includes the entire population of teachers employed in special schools within the Oredo Local Government Area of Edo State. Teachers are selected as respondents for this study based on their level of exposure and experience in the school setting, since they possess the necessary maturity to provide responses to the items included in the questionnaire. The Oredo Local Government Area of Edo State is home to a total of eight public junior secondary schools. These schools have a student population of 1,228 individuals, as reported by the Edo State Ministry of Education Students Enrollment Record in 2023.

Sample and sampling Procedure

A total of forty (40) teachers were selected from special secondary schools in the Oredo Local Government Area to form the sample for this study. The selection process employed a multi-stage sampling technique. In the initial phase, the researchers will employ the simple random sampling technique to identify two special schools. In the subsequent phase, a sample of twenty (20) educators was chosen at random from the two

educational institutions, resulting in a total of 40 participants, constituting approximately 5% of the overall population.

Research Instrument

The research employed a structured questionnaire known as the Assess and Effect Questionnaire (AEQ) as the main instrument. The questionnaire collects demographic data and consists of 10 items that respondents must answer dependent on the study's variable.

Validity of the Instrument

To ensure the instrument's face and content validity, the project supervisor and two other specialists from the EECPP department conducted a screening process. The modifications and comments provided by the user were incorporated into the final draft.

Reliability of the Instrument

In order to assess the instrument's reliability, it was administered to a randomly selected sample of 40 respondents from the population, excluding schools that were not included in the study. Analysed using Cronbach's alpha, the collected data yielded a reliability coefficient of 0.82, indicating the instrument's dependability.

Method of Data Collection

The researcher directly distributed the questionnaire to the participants in the designated samples. The researcher elucidated the study's objective and provided instructions to the participants at each school on how to answer the items on the questionnaire. The

researcher personally conducted and collected the questionnaire there and then.

Method of Data Analysis

The data collected from the administered questionnaire were analysed using the mean and standard deviation to address the study questions.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This present chapter contains the presentation, analysis, and interpretation of the diverse data that was gathered for the purpose of this study. Therefore, the utilisation of mathematical and statistical techniques is necessary to establish the foundation for examining the study objectives outlined in chapter one. Therefore, this study is of utmost importance as it serves as the foundation for drawing conclusions and formulating policy suggestions.

Presentation of Results

The research work included tables and percentages as the primary methods of interpreting information, as tables were deemed the most suitable approach for facilitating comprehension. During the data analysis, the assessment was made by considering the quantity of positive or negative replies obtained for each statement in the questionnaire. Typically, the response options are "strongly agree" and "agree", whereas the response options are "strongly disagree" and "disagree". The acquired data is analysed below, based on each study topic. A total of 40 questionnaires were distributed, and all of them were retrieved and deemed legitimate for the analysis.

SECTION A: DEMOGRAPHIC INFORMATION

Table 1 : Distribution of Respondents by sex

GENDER	FREQUENCY	PERCENTAGE
MALE	50	50.0
FEMALE	50	50.0
TOTAL	100	100

Sources: Field work, 2023

According to the data presented in the table, both genders exhibit an equal distribution of 50% each.

SECTION B: Analysis of research questions

Research question one: What are the challenges faced by students with hearing impairment in Oredo local Government?

Table 2: Challenges faced by hearing impaired students

ITEMS	MEAN	SD	REMARK
Students with hearing impairment face various challenges.	2.90	1.13	High Extent
Students with hearing impairment are faced with negative attitudes, myths and stigma by society.	2.65	1.02	High Extent
Individualised Education Plans(IEP) are effectively developed and implemented for persons with hearing impairment.	2.56	0.97	High Extent
Special needs teachers are well trained to support students with hearing impairment.	2.67	1.16	High Extent
Cluster mean	2.69	1.43	

Sources:Field work, 2023

From the above table, respondents agreed that students with hearing impairment face various challenges with a mean of 2.90. Also the respondents agreed that students with hearing impairment are faced with negative attitudes, myth and stigma by the society

with a mean of 2.65. The respondents agreed that Individualized education plans are effectively developed and implemented for persons with hearing impairment with a mean of 2.56. And lastly the respondents agreed that special needs teachers are trained to support students with hearing impairment with a mean of 2.66.

Research question two: How does the socio economic status of the family impact the educational opportunities and resources available to a child with hearing impairment?

Table 3: Socioeconomic status of family of hearing impaired students and impacts of educational opportunities

ITEMS	MEAN	SD	REMARK
The socioeconomic status of students with hearing impairment affects their academic performance	3.43	1.21	High Extent
Families with high socioeconomic status often have more resources and access to specialized education which can help support the hearing impaired child’s needs	3.13	0.84	High Extent
The classroom environment is conducive for students with hearing impairment	3.91	1.05	High Extent
Cluster mean	3.49	1.03	

Sources: Field work, 2023

From the above table, respondents agreed that the socioeconomic status of the families of

students with hearing impairment affects their academic performance with a mean of 3.43. Also, the respondents agreed that families with high socioeconomic status often have more resources and access to specialised education which can help support the hearing impaired child's needs with a mean of 3.13. The respondents also agreed that the classroom environment is conducive for students with hearing impairment learning process with a mean of, 2.91.

Research question three: Does the unavailability of assistive tools and technology affect the educational achievements of students with hearing impairment in Oredo local government?

Table 4: Availability and unavailability of assistive tools of hearing impaired

ITEMS	MEAN	SD	REMARK
Students with hearing impairment have access to assistive tools and devices.	2.90	1.13	High Extent
There is shortage of specialized teaching and learning resources for students with hearing impairment.	2.65	1.02	High Extent
Assistive tools and devices improves the academic performance of all students with hearing impairment.	2.56	0.97	High Extent
Government has made provisions and funds for assistive devices and special needs learning materials in our school.	2.66	1.16	High Extent
Cluster mean	2.69	1.07	

Sources: Field work, 2023

From the above table, the respondents agreed that students with hearing impairment have access to assistive tools and devices with a mean of 2.90. They also agreed that there is

shortage of specialized teaching and learning resources for students with hearing impairment with a mean of 2.65. The respondents agreed that assistive tools and devices improves the academic performance of all students with hearing impairment with a mean of 2.56. Lastly, the respondents agreed that Government has made provisions and funds for assistive devices and special needs learning materials in our school with a mean is 2.66.

Research question four: How does the level of family involvement and support influence the educational success of students with hearing impairment?

Table 5: Level of family involvement and family support for the hearing impaired

ITEMS	MEAN	SD	REMARK
Misinterpretation is a major problem faced by students with hearing impairment	3.43	1.21	High Extent
Students with hearing impairment have limited access to information in the society	3.13	0.84	High Extent
The level of family involvement influence the academic success of students with hearing impairment	2.91	1.05	High Extent
Cluster mean	3.16	1.003	

Sources: Field work, 2023

From the above table, the respondents agreed that misinterpretation is a major problem faced by students with hearing impairment with a mean of 3.43. The respondents also agreed that students with hearing impairment have limited access to information in the society with a mean of 3.13. More so, the respondents agreed that the level of family involvement influence the academic success of students with hearing impairment with a mean of 2.91.

Research question five: How does the social interactions and peer relationships of students with hearing impairment in educational settings influence their educational achievements?

Table 6: Social interaction and peer group relationship of students with hearing impairment

ITEMS	MEAN	SD	REMARK
Communication barrier is a minor problem that affects the academic achievements of students with hearing impairment	2.91	1.05	High Extent
Students with hearing impairment have difficulty interacting with their peers and teachers	3.24	0.81	High Extent
Social interactions and peer relationships of persons with hearing impairment influence their academic achievements	2.67	1.16	High Extent
Special needs teachers are underpaid in our school	2.90	1.13	High Extent
There is provision of sign language interpreters for students with Hearing impairment in our school	2.56	0.97	High Extent
Cluster Mean	2.86	1.024	

Sources: Field work, 2023

From the above table, the respondents agreed that communication barrier is a minor problem that affects the academic achievements of students with hearing impairment with a mean of 2.91. The respondents also agreed that students with hearing impairment have difficulty interacting with their peers and teachers with a mean of 3.24. More so, the respondents agreed that the social interactions and peer relations of persons with hearing impairment influence their academic achievements with a mean of 2.67. The respondents also agreed that Special teachers are underpaid in our school with a mean of 2.90. The respondents agreed that there is provision of sign language interpreters for students with hearing impairment in our school with a mean of 2.56.

Discussion of Findings

The findings of this study have provided valuable understanding on the difficulties encountered by students with hearing impairment and its impact on their academic performance in secondary schools within the Oredo Local Government Area. The Oredo Local Government Area is currently experiencing a significant scarcity of assistive aids and technology inside secondary schools. This exemplifies the insufficiency of fundamental assistive devices required for pupils with hearing impairment in Oredo Local Government Area. The absence of assistive devices, such as hearing aids, will significantly detrimentally affect the academic performance of students with hearing impairments. The absence of this hearing aid hinders the acquisition of knowledge as it prevents the perception of auditory stimuli. Consequently, the professors must reiterate

their words multiple times in order for the students to comprehend and interpret the idea being conveyed to them. The scarcity of hearing aids has been acknowledged by students in educational institutions as a hindrance to timely completion of the course, so adversely impacting their examination preparation.

The utilisation of hearing aids during the teaching and learning process is crucial for comprehending the teacher's instructions, hence impacting our learning outcomes. Nevertheless, the teachers asserted that the scarcity of the hearing aid was primarily attributable to the pupils themselves. Despite the lack of consistency in the availability of hearing aid supplies, a significant number of students tend to misplace or destroy their hearing aids prior to the subsequent supply becoming accessible. A majority of instructors, exceeding 60%, expressed that the provision of such services at the school was significantly insufficient. This observation aligns with the findings of Mangope's (2002) study, which suggests that the primary obstacle faced by instructors in delivering suitable education to students with special needs is the insufficient availability of hearing aid resources. According to the Nigerian government, the provision of high-quality and sensitive educational resources is a significant barrier for special needs education in Nigeria. In their study, Kiyuba and Tukur (2014) examined the difficulties encountered by students with impairments and identified a deficiency in the learning and teaching resources available for special needs education in Tanzania. The lack of these educational tools has beneficial effects on pupils with hearing impairment in Nigeria, both in the short and long term.

Another issue faced by learners with hearing impairment in Oredo Local Government Area was the communication barrier with the community surrounding the school, as revealed by the study. The learners encounter significant challenges in communicating with their peers in neighbouring schools due to the lack of familiarity with sign language among the school's community.

This situation restricts our ability to engage in conversation and exchange personal experiences with our typical acquaintances, as they are unable to perceive our verbal expressions, and we, in turn, are unable to perceive their words. In addition to this, our inability to purchase desired items in the market, although possessing financial resources, can be attributed to our lack of communication skills and the market's limited comprehension of sign language.

The findings of Mapunda, Omollo, and Bali (2017) align with this outcome, indicating that communication between families and school workers regarding students with hearing impairments in Tanzania was inadequate. The school's lack of adequate hearing aids and proficient language and sign teachers hinders effective communication between students with disabilities and their communities. Students with hearing impairments have significant disadvantages in rural settings due to their inability to communicate effectively, which hinders their access to community services. This scenario has implications for the educational experience of learners, as learning occurs not solely within the confines of the classroom, but also through engagement with various individuals within the school community. Communication barriers hinder the process of

social learning.

According to the study, a significant obstacle encountered by students with hearing impairments was the presence of a negative community attitude towards them. These unfavourable attitudes then led to emotions of self-pity, anxiety, and actions such as social seclusion. These emotions hindered certain pupils from adequately focusing on their studies. Due to our limited ability to engage in communication and social interaction, others inside society tend to perceive us as impolite, malevolent, arrogant, and unfortunate, and may even perceive us as just societal burdens. However, we are not inherently malevolent individuals, but I am unable to comprehend the sign language that we employ for communication.

There is a prevalent hostile attitude among certain persons in Nigeria towards individuals with disabilities. This attitude has a direct impact on the moral and emotional well-being of students in the school, which subsequently impacts their capacity to focus in class. The presence of negative views and the dismissal of children with hearing impairments, who are often regarded as a societal burden, further exasperate the already marginalised students. Likewise, the belief held by certain societies that having a kid with a disability implies the presence of malevolent spirits and that disability indicates a lack of capacity also hinders pupils' development. The societal mindset has a detrimental effect on their learning since they perceive themselves as insignificant inside the community. Due to a lack of community support, their diligent work ethic and morale were diminished. The present study conducted by Conti (2000) investigates the

fundamental impact of motivation on the academic achievement of students with disabilities in the region of Southeaster New Jersey. The author's findings indicate that individuals with disabilities exhibit lower levels of intrinsic motivation, which in turn affects their academic performance in certain ways.

Nevertheless, within the sample of forty participants, a minority of pupils expressed that certain individuals within the school community exhibit favourable dispositions towards them. Kabuta (2014) and Jahnukainen and Helander (2007) have identified individuals with disabilities as the most socially marginalised groups within society. According to UNICEF (2013), people with disabilities face several means of being excluded. Individuals with disabilities are subject to varying influences from society, culture, and region, with developing countries being particularly susceptible to the challenges faced by this population. Students in Nigeria who have hearing impairments are often marginalised due to their deaf condition, which can be ascribed to the rural location of most disability centres.

Nigeria, being classified as a developing nation, encounters difficulties pertaining to sufficient financial resources across several sectors that receive government support. This issue is also prevalent in the educational institutions within Oredo Local Government Area. Nigeria's economic situation is arduous, and the country relies significantly on foreign donors to bolster its annual budget. The lack of sufficient finance impedes the long-term advancement of special needs education in Nigeria. Insufficient financial resources in developing nations such as Nigeria are impeding the ability of

individuals with disabilities to obtain high-quality education, as stated in the recent reports by the United Nations in 2019.

Family participation has a direct impact on the academic performance of students who have hearing impairments. Insufficient family involvement in the educational process of students with hearing impairment can potentially exert a detrimental influence on their academic progress.

Lack of Teachers

According to the study, teachers prefer not to instruct pupils with hearing impairments due to the associated stress and workload.

The limited number of teachers is thought to have compromised the quality of instruction at the centre. Nevertheless, the majority of educators exhibit a preference for abstaining from teaching in disabled centres due to the substantial effort and specialised expertise required for instruction in such educational institutions. Furthermore, several educators have the belief that the remuneration is not proportional to the amount of effort and therefore, they would rather teach in regular schools rather than schools with disabilities. In Zimbabwe, Mpofu and Shumba (2012) conducted a study on the difficulties encountered by students with special needs in schooling. They found that a significant issue affecting special schools in Zimbabwe is the insufficient number of teachers. The author's research concurs with this study, which asserts that the majority of special schools suffer from a deficiency in qualified and seasoned educators. They additionally asserted that the availability of in-service training programmes and pre-

service early teacher preparation is restricted due to administrators' lack of motivation to train Special Needs teachers. The study is supported by the United Nations (2019) report, which highlights the insufficient presence of skilled and adequately staffed instructors in special centres in Nigeria and other African nations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study focused on the challenges faced by students with hearing impairment and its impact on their academic achievements in Oredo local government. To guide the study, four research purpose of study were raised to identify the main purpose which the study has undertaken including five research questions used to guid the study.

Several journals and books were used in the review of literature pertaining to the challenges hearing impaired students face. Questionnaires were used as the research instrument in conducting the research. The information was collected from forty (40) accessible respondents for the study. The data collected was analyzed using mean, standard deviation and simple percentage. The result of reliability test was .82 using Person Product Correlation Coefficient (PPCC) indicating that the instrument was reliable.

Conclusion

Based on the findings of this study, it is evident that students with hearing impairment in Oredo local government are faced with multiple challenges. These challenges include; shortage of hearing aids, careless handling of hearing aids by learners, communication barrier with the surrounding community, negative attitudes by the community,

inadequate funding, abandonment of students by parents and relatives, shortage of teaching and learning resources . The geographical location also serves as a barrier in executing special needs education programs for the persons with disability. The economic situation of Nigeria has direct and indirect impacts on the welfare and management of special schools in Oredo local government. In order to progress, it is imperative to establish an environment that is suitable to mitigate hearing impairment. To enhance learners' performance in the learning process, it is imperative to offer effective solutions to the obstacles identified in the study. The study recommends that the Nigerian government should improve financial funding and ensure that basic needed hearing equipment be made available to all students suffering from hearing impairment.

Recommendations

1. It is imperative for the Nigerian government to enact a range of policies and programmes with the objective of enhancing special education.
2. A significant policy in this context is the National Policy on Education, which acknowledges the entitlement of children with disabilities to avail themselves of high-quality education. The aforementioned policy guarantees the entitlement of all children, irrespective of their disability, to get an education and fosters an inclusive atmosphere inside educational institutions. Consequently, it is imperative to execute this policy with efficiency.
3. The establishment of the Nigerian Educational Research and Development

Council (NERDC) by the government is necessary to create curricular materials specifically tailored for learners with special needs.

4. These educational resources are customised to address the distinct learning requirements of students with impairments, guaranteeing that they receive suitable instruction.

5. The government ought to enact the Universal Basic Education (UBE) Act, which ensures that all children with disabilities get free and mandatory primary education. The government's objective, as outlined in the UBE Act, is to enhance the rates of admission and persistence of children with disabilities in educational institutions.

6. It is recommended that the government implement the Special Needs Education (SNE) programme, which is designed to identify, evaluate, and address the educational requirements of students with impairments. The implementation of this programme has resulted in the creation of Special Education Centres nationwide, offering tailored assistance and resources to students with disabilities. The prioritisation of inclusive education and specialised programmes by the Nigerian government is indicative of its dedication to enhancing special education.

The following is an overview of the issues encountered in the study, along with proposed remedies.

Challenges

1. Shortage of assistive tools and devices
2. Communication barrier
3. Negative attitude by the community
4. inadequate funding
5. Shortage of sign language interpreters
6. low socioeconomic status of parents
7. Abandonment by parents and family
8. Shortage of teaching and learning materials

Suggested solutions

1. Sufficient provision of assistive equipment and devices by governmental bodies, non-governmental organisations, or donors may be seen to be enough.
2. Sign language might be designated as a national language to facilitate communication with individuals with hearing impairments in public settings such as markets and hospitals.
3. The act of sensitising or Civic education aims to make the community aware that disability should not be equated with inability, and that those with hearing impairment are

also considered human beings.

4. The government. It is imperative for international organisations and other non-governmental organisations to give priority to supporting centres that accommodate individuals with disabilities.

5. The provision and accessibility of training programmes for individuals to become sign language interpreters should be ensured by the government in order to address the scarcity of such professionals within society.

6. It is imperative for the government to provide assistance to families that lack the financial means to afford the education of their children with special needs.

7. The government should prioritise facilitating parent-child interactions and reciprocal visits from children. Educating parents about their obligations as parents of hearing-impaired pupils and emphasising that impairment does not imply incapacity, so it does not imply abandoning their children.

8. The provision of educational resources should be facilitated by governmental or non-governmental entities to ensure effective instruction for individuals with hearing impairments.

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APPENDIX A

DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELING

PSYCHOLOGY

FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY

Dear Respondent,

This questionnaire is designed for the purpose of researching teacher's perception of the challenges faced by students with hearing impairment and its *impact on their academic achievements in secondary schools in Oredo Local Government Area of Edo State*. Kindly supply the required information on section A, reflect on the items in the other sections and sincerely tick (✓) the responses which apply to you. All responses provided will be handled with the highest level of confidentiality.

Section A:

Name of School: (Optional) _____

Gender: Male () Female ()

SECTION B:

INSTRUCTION: Answer each item carefully by ticking (✓) in the options that best describes your feelings. Use the following response format as a guide Strongly Agree= SA, Agree= A, Disagree= D, Strongly Disagree= SD

S/N	ITEMS	SA	A	D	SD
1.	Students with hearing impairment face various challenges				
2.	Communication barrier is a major problem that affects the academic achievements of students with hearing impairment				
3.	Misinterpretation is a major problem faced by students with hearing impairment				
4.	Students with hearing impairment are faced with negative attitudes, myth and stigma by the society				
5.	The degree of hearing loss of the student affects the academic achievement of the student				
6.	Students with hearing impairment have access to Assistive tools and technology				
7.	There is shortage of specialized teaching and learning resources for students with hearing impairment				

8.	Assistive tools and technology improves the academic performance of all students with hearing impairment				
9.	Government has made provisions and funds for assistive devices and special needs learning materials in our school				
10.	Students with hearing impairment have limited access to information in the society				
11.	Students with hearing impairment have difficulty interacting with their teachers and their peers				
12.	Social interactions and peer relationships of persons with hearing impairment influence their academic achievements				
13.	Special needs teachers are underpaid in our school				
14.	The classrooms environment is conducive for students with hearing impairment learning process				
15.	Individualized education plans (IEP) are effectively developed and implemented for persons with hearing impairment				
16.	The socioeconomic status of the families of students with hearing impairment affects their academic performance				
17.	Families with high socioeconomic status often have more resources and access to specialized education which can help support the hearing impaired child's needs				
18.	The level of family involvement influence the academic success of the students with hearing impairment				

19.	Special needs Teachers are well trained to support students with hearing impairment.				
20.	There is provision of sign language interpreters for students with hearing impairment in our school				