

# Perceived Challenges Face by Students with Hearing Impairment in Special Schools in Ogbomoso, Oyo State, Nigeria

<sup>1</sup>Rasheed Alaro Adewale HAMZAT, <sup>2</sup>Rasheedat Bisola SHEU

<sup>1</sup>Department of special Education, rasheed.hamzat@kwasu.edu.ng

<sup>2</sup>Department of special Education, rasheedatsheu2019@gmail.com

**Abstract:** *To ameliorate the problem face by students with hearing impairment. Therefore, researchers investigated perceived challenges face by students with hearing impairment in special schools, Ogbomoso, Oyo State A descriptive survey design was adopted for this study. Simple random sampling technique was used to select 90 students with hearing impairment. CFSHI was used to obtained data from the students. It was validated by some lecturers. PPMC was used to established reliability at a 0.75. Data collected were analysed using descriptive and inferential statistics of independent sample t-test at a significance level of 0.05. It was revealed among other that, students with hearing impairment are facing challenges in special schools (mean 2.99) It was concluded that students with hearing impairment do not feel lonely and neither are they disturbed with any problems. It was also recommended that special schools should employ qualified psychologists to motivate and improve the self-esteem of the students*

**Keywords:** *Perceived, challenges, Students with hearing impairment, special schools.*

## Introduction

Individuals with special education needs face a wide variety of obstacles in their educational pursuits. No student is immune to these difficulties, including those with hearing impairment. Students who have difficulty hearing sounds at a distance face significant difficulties in their day-to-day lives because of this impairment. According to the World Health Organization (2012), students with hearing impairment are less likely to be physically active and are less likely to take part in extracurricular activities at school. Therefore, disability is a multifaceted phenomenon that reflects the connection between an individual's physical traits and the social norms of the society in which they are embedded.

Everyone, everywhere has the right to an education, regardless of their wealth, health, or other factors (Udoba, 2014). Both inside and outside of the classroom, hearing-impaired students face numerous challenges. These include a lack of sign language instructors, teaching resources, hearing aids, a poorly planned implementation of the curriculum, and a lack of funding. It's possible that students' perceptions of these difficulties can be categorised as academic, social, psychological, and emotional difficulties.

Meanwhile, the affected population consists of students who have some form of hearing impairment, whether mild or severe. One of the most common forms of long-term physical impairment experienced by this population is hearing loss, which affects a sizable percentage of the overall population. Deafness can be brought on by a variety of factors, including genetics, illness, and trauma. The inability to use one's oral cavity to produce sound and develop language can have devastating effects on a child's linguistic development. Nonetheless, language is essential for teaching in academic settings.

Furthermore, the lack of an appropriately trained educator can have a significant impact on the academic outcomes of students who are deaf or hard of hearing. Due to inexperienced educators, some students with hearing loss fall behind their peers. It is unfortunate that some special education classrooms lack the resources necessary to effectively teach and educate students with a wide range of disabilities.

A student's success in school largely depends on his or her capacity to listen to, understand, and act upon verbal information presented in a classroom setting. Students with hearing loss are at a disadvantage when it comes to employing communication strategies that will ensure their academic and social success because they cannot fully utilise their auditory system for schoolwork.

Over time, students with hearing impairment have faced a growing number of obstacles. While it may seem like an easy task, providing students with hearing impairment with an education that allows them to reach their full potential and contribute to the growth of their country can be an arduous task. This study was undertaken to address a knowledge gap and paint a more complete picture of the difficulties encountered by students with hearing impairments in Ogbomoso, Oyo State, Nigeria, special schools.

## Statement of the Problem

It has been noted over time that students with hearing impairment face difficulties in the classroom. Students who are deaf or hard of hearing have not always had access to the kind of education that would help them thrive academically, become financially independent, and play their part in bettering their communities at large. This research aimed to inquire into the difficulties

encountered by students with hearing impairment in this regard. Therefore, researchers explore the difficulties encountered by the hearing impaired in Ogbomoso, Oyo State Nigeria, special schools.

### Research Question

1. What are the challenges faced by hearing impaired students in special schools?

### Research Hypothesis

There is no significant difference on challenges faced by students with hearing impaired based on gender.

### Methodology

This research used a descriptive survey approach. The population studied consisted of all students enrolled in Ogbomoso Special School who were hard of hearing. Ninety students with hearing impairment were chosen using a simple random sampling technique. Students' responses were collected using a CFSHI (Challenges Faced by Students with Hearing Impairment) questionnaire administered by research assistants. Some lecturers at Kwara State University Malete, special education department verified the accuracy of the instrument. Two rounds of trial testing were conducted with randomly selected students from outside the sample schools using 25 final draught copies within two weeks. Pearson's Product Moment Correlation to established the reliability Coefficient at 0.75. The data was analysed using descriptive statistics and inferential statistics of the t-test at 0.05 level of significance

### Results

**Research Question 1:** What are the challenges faced by students with hearing impairment in special schools?

**Table 2:** Table showing the percentage and mean distribution of challenges faced by students with hearing impairment in special schools.

S/N	Items	SA	A	D	SD	MEAN
1	Hearing impairment students find it difficult to communicate with hearing impaired students using sign language.	75(83.3)	9(10.0)	5(5.6)	1(1.1)	3.8
2	Students with hearing impairment find it difficult to understand speech articulate by other students or teachers or speech won't be clear	77(85.6)	10(11.1)	3(3.3)		3.8
3	Inequality in education decreases the ability of students with hearing impairment if teachers are more receptive towards inclusion of skill acquisition student achievement and socialization.	1(1.1)	14(15.6)	74(82.2)	1(1.1)	2.2
4	Students with hearing impairment perform below expectation academically compare to hearing students in the classroom.	1(1.1)	70(77.8)	14(15.6)	5(5.6)	2.7
5	Students with hearing impairment feel rejected among their hearing counterparts.	1(1.1)	77(85.6)	14(15.6)	5(5.6)	2.8
6	Students with hearing feel isolated and depressed because of his or her disability	1(1.1)	78(86.7)	9(10.0)	2(2.2)	2.9
7	Students with hearing impairment have low self-esteem due to unacceptance by peer group in school.	1(1.1)	71(78.9)	11(12.2)	7(7.8)	2.7
8	Students with hearing impairment feel lonely in the special school because of his or her disability.		10(11.1)	60(66.7)	20(22.2)	1.9
9	Students with hearing impairment feel disturbed with challenges which they may not be able to present to their, parents, teachers and peers.	6(6.7)	16(17.8)	62(68.9)	6(6.7)	2.2
10	Students with hearing impairment often lag behind compare their hearing peers when it comes to language and problem-solving skills.	56(62.2)	12(13.3)	14(15.6)	8(8.9)	3.3

11	The performance of students with hearing impairment hangs on the hand of competence of a special educator.	72(80.0)	4(4.4)	14(15.6)		3.6
12	Students with hearing impairment are conceptualized that the society is against them.	26(28.9)	13(14.4)	47(52.2)	4(4.4)	2.7
13	Limited or unavailability of instructional materials decreases intellectual capabilities of students with hearing impairment.	55(61.1)	16(17.8)	17(18.9)	2(2.2)	3.4
14	Students with hearing impairment have fear of making mistakes	14(15.6)	65(72.2)	8(8.9)	3(3.3)	3.0
15	Delay in language development experienced by most students with hearing impairment results in limited opportunity for effective learning.	7(7.8)	74(82.2)	5(5.6)	4(4.4)	2.9
16	Enough sign language interpreter is not provided for students with hearing impairment in special schools.	20(22.2)	67(74.4)	2(2.2)	1(1.1)	3.2
17	Students with hearing impairment are not provided with expert teacher in the field of special education.	10(11.1)	73(81.1)	3(3.3)	4(4.4)	3.0
18	Performance of students with hearing impairment is lower compare to hearing students.	7(7.8)	72(80.0)	10(11.1)	1(1.1)	2.9
19	Less motivation among teachers who teach students with hearing impairment contributes to their educational challenges.	12(13.3)	66(73.3)	12(13.3)		3.0
20	Lack of funds and unavailability of resource materials contribute to the educational challenges faced by students with hearing impairment.	79(87.8)	9(10.0)	2(2.2)		3.9
	Weighted Mean					2.99

Decision rule: Not Challenged=00-2.49 Challenged= 2.50-4.00

Note: The figures in parentheses are in percentages

Table 2 showed the challenges faced by students with hearing in special schools in. The following shows the challenges faced by students with hearing impairment in special schools in as follows: Hearing impairment students find it difficult to communicate with hearing impaired students using sign language (3.8), Students with hearing find it difficult to understand speech articulate by other students or teachers or speech won't be clear (3.8). Inequality in education decrease the ability of students with disability if teachers are more receptive towards inclusion of skill acquisition student achievement and socialization (2.2). Students with hearing impairment perform below compare to hearing students in the classroom (2.7). Students with hearing feel rejected among their hearing peers (2.8), Students with hearing impairment feel isolated and depressed because of his or her disability (2.9). Students with hearing have low self-esteem due to unacceptance by peer group in school(2.7), Students with hearing feel lonely in the special school because of his or her disability(1.9), Students with hearing feel disturbed with problem which they may not be able to present to their significant other, parents, teachers and peers(2.2), Students with hearing often lag behind their hearing peers when it comes to language and problem-solving skills(3.3), The performance of students with hearing impairment on the hand of competence of a special educator (3.6),Students with hearing are conceptualize that the society is against them(2.7),Limited availability of instructional materials decrease intellectual capability of students with hearing (3.4),Students with hearing have fear of making mistakes(3.0),Delay in language development experienced by most students with hearing results in limited opportunity for effective learning (2.9),Enough sign language interpreter are not provided for students with hearing in special school (3.2),Students with hearing are not provided with expert teacher in the field of special education (3.0),Performance of students with hearing are lower compare to hearing students (2.9),Less motivation among teachers who teach students with hearing contribute to their educational challenges (3.0),Lack of funds and unavailability of resource material contribute to the educational challenges faced by students with hearing (3.9). The weighted mean was 5.99, which mean that calculated mean was greater than fixed mean (2.5). The results showed that the students with hearing impairment are facing challenges. The weighted mean (2.99), which is numerical indicator that the students with hearing impairment are facing challenges in special schools in Ogbomoso, Oyo State

### Test of Hypothesis

**Ho1:** There is no significant difference in the challenges faced by students with hearing impairment in special schools based on gender.

**Table 3:** Summary of independent sample t-test showing challenges faced by students with hearing in special school in Ogbomoso based on gender.

Gender	n	Mean	Std. Deviation	t	df	Sig.	Remark
Male	38	60.21	3.88	0.39	88	0.55	Not Significant
Female	52	60.58	4.67				

Table 3 shows the significant difference challenges faced by students with hearing in special school in Ogbomoso based on gender. There was no significant difference in the challenges faced by students with hearing in special school ( $t = 0.39$ ;  $df = 88$ ;  $P > 0.05$ ). Therefore, in the light of the result, the hypothesis is not rejected, hence there was no significant difference in the challenges faced by students with hearing in special school in Ogbomoso based on gender since the significant level (0.55) is greater than 0.05 in Ogbomoso, Oyo State

### Discussion of findings

Findings from this study revealed that the challenges faced by students with hearing impairment in Ogbomoso are accurate. Although item2, item8 and item9 of the items adopted for eliciting response from the respondents do not tally with the findings. This might be due to the fact that speech does not directly align with the incidence of challenges faced by students with hearing. In addition, majority of students with hearing are not lonely considering that they are lively, friendly and boisterous when they are in the midst of fellow students with hearing as themselves. Equally, students with hearing do not outrightly open upon their problem stop persons with regular hearing, they prefer to conceal them, unless come out to state these problems.

Furthermore, the findings of the study supported the submission of Mohammed, Sharani-Ahmad (2004) while emphasizing on the communication difficulties being a factor in challenges facing hearing impaired students- In mainstream education, communication difficulties may mean that learners who are deaf or hard of hearing have restricted access to the curriculum. In addition, Mohammed, Sharani-Ahmed equally posited that there is a lack of access to appropriate communication support for example, sign language interpretation amplification devices such as hearing aid. Still, on the issue of communication, Mohammed, Sharani-Ahmed (2004) supported that findings of this study by stating that the impact of hearing loss can mean that learner miss subtle social cues and incidental language. They are at high risk for having difficulty with social skills. Teachers and other children may find it difficult to communicate fluently with them.

While examining the issue of inequality in education and the absence of qualified teachers as factors faced by hearing impaired students, the United Nations (2009) assertion supported the findings of this study in the sense that discrimination, and prejudice, the absence of qualified teachers constitutes one, among the challenges faced by students with hearing. In a direct relation to the above assertion, the findings of this study supported the findings of the United Nations (2019) in the area of lack of educational material that various problems inhibit learners with special needs education to attain their fullest potential by hindering their full participation. These include stigma by community or community attitude inadequate specialist teacher and inadequate resources centers, shortage of specialized teachers and learning resources and assistive devices, among others.

Further emphasizing on the problem of limited availability of instructional materials that person with hearing face and which support a key finding of this study, Agyire-Tettey (2017) stated that institutional barriers like reading and learning materials, availability of facilities, teaching, curricular content seem to affect the academic performance of persons with hearing impairment. Tettey' (2017) study was conducted in Ghana and is relevant and applicable to the situation in Ogbomosho, Oyo State, Nigeria.

This study revealed the language delay experienced by hearing impaired students which equally constitute a key challenge they face in school and in life. This important component as supported by the finding of Adoyo (2008) that the hearing-impaired child may appear inattentive and frustrated. It appears deafness is a fundamental educational handicap because it interferes with normal linguistic and intellectual development. Further speaking on the inequality of right to education in Malawi, which is similar to the challenges faced by the hearing impaired in Ogbomoso, the literature averred that person with disability, the hearing impaired inclusive, are entitled to education and all initiative should be triggered to support them actualize their educational goals and educational aspirations. This scenario was earlier echoed in the discussion.

In addition, Andrews and Lupart (2000) stressed the issue of low self-esteem that hearing impaired students encounter which agree with the findings of this study viz: students maybe more fatigued than classmates due to listening effort needed, may demonstrate immature behavior, barrier build with negative impact on self-esteem, among other indices.

The study further emphasized the challenge of inadequate provision sign language interpreters in the schools adopted for the study. This challenge is fundamental considering its huge importance to language, communication and social interaction of hearing-impaired students and significant others. Consequently, there is need to address the issue based on its relevance.

### **Conclusion**

The study investigated the Perceived Challenges Faced by Students with Hearing impairment in Special Schools in Ogbomoso. Based on the findings of the study, it can be explicitly stated that hearing impaired students in the special schools investigated faced challenges in key areas namely: sign language interpretation, delayed language development, self-esteem, low level of academic performance, inadequately educational materials, dearth of expert teachers, low level of motivation among teachers teaching the hearing impaired, isolation and depression based on hearing, among others. However, the study discovered that students with hearing do not feel lonely and neither are they disturbed with problems that they may not be able to present to their significant others. These emerge as a surprise to the researcher considering their importance. Still, the outcome of the above might be because hearing impaired students have other hearing-impaired classmates and friends around them to ease off their worries and obvious challenges. Consequently, there is need to holistically ameliorate the challenges faced by the hearing-impaired students in subsequent studies.

### **Recommendations**

In the light of the conclusions drawn from this study, the following recommendations are proffered:

1. There is need for these special schools to employ more qualified hearing-impaired teachers to handle the students and enhance their linguistic development via copious use of Sign Language combined with written expressions
2. The regular teachers in these schools should be more empathetic to hearing impaired students and help in developing their self-esteem and social acceptance
3. It is essential for the special schools to employ the services of qualified psychologists to motivate and improve the self-esteem of the students
4. Hearing impaired students' teaching and learning should conform with/to international best practices and as obtained in other advanced special schools, locally and internationally
5. The school leadership should work with the teachers and hearing-impaired students towards mitigating the challenges.

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