

# Perceived Factors Influencing the Academic Performance of Students with Hearing Impairment in Inclusive Settings

Adedayo Adesokan<sup>1</sup> and Boluwatife Peace Giwa<sup>2</sup>

Special Education Department, Faculty of Education, Kwara State University Malete Nigeria

<sup>1</sup>adedayo.adesokan@kwara.edu.ng; [duduskydayo1@yahoo.com](mailto:duduskydayo1@yahoo.com); 08167515243

<sup>2</sup>[bolugiwatife@gmail.com](mailto:bolugiwatife@gmail.com); 09072837201

**Abstract:** *Students with hearing impairment have not benefited from inclusive classrooms because they consistently perform poorly academically. It is in everyone's best interest for educators, parents, schools, and other stakeholders to look into all the factors that contribute to academic failure and establish the best learning environments for students with hearing impairment because the effects of poor academic performance also have an effect on an individual's overall quality of life. The study was conducted to ascertain the perceived factors influencing the academic progress of students with hearing impairment in inclusive settings, taking into consideration self-esteem, parental involvement, teacher-student interaction, and peer group. Four research questions and one hypothesis were created for the study. The descriptive survey research design was chosen for this investigation. All secondary students in Ilorin metropolis schools that practice inclusive education who have hearing impairment made up the study's population. Within the three Local Government Areas, 50 respondents were chosen using the proportional sample technique. The Perceived Factors Influencing the Academic Performance of Students with Hearing Impairment Questionnaire was the questionnaire used to collect the data. The reliability test of PFIAPSHIQ yielded a coefficient of 0.77. The instrument was both face and content validated by the researcher's supervisor and lecturers in the department of Special Education, Kwara State University, Malete and experts in test and measurement. The demographic data of the respondents were analysed using frequency counts and percentage. The research questions were analysed using descriptive statistics of mean, percentage and frequency count; while independent sample t-test was used to test the null hypothesis at 0.05 level of significance. The results of the study revealed that, parental involvement influence the academic performance of students with hearing impairment to a high extent (mean= 2.84). It was revealed that teacher-student interactions influence the academic performance of students with hearing impairment to a high extent (mean= 3.13). It was revealed that peer group influence the academic performance of students with hearing impairment to a high extent (mean= 3.16). The study also showed that self-esteem influence the academic performance of students with hearing impairment in inclusive settings to a high extent (2.73). However, it was revealed that there exists no significant difference on the perceived factors influencing the academic performance of students with hearing impairment based on gender ( $P > 0.05$ ). It was recommended, among others, that parents of students with hearing impairments should have frequently communicate with teachers and school management in order to discuss the academic challenges of their children.*

**Keywords:** *Parental involvement, Teacher-student interactions, Peergroup, and Gender.*

## Introduction

The foundation of inclusive education is the idea that every child, regardless of special needs or degree of disability, has the right to an education in the same learning environment. An inclusive setting is a learning environment where inclusive education is practiced. For inclusive education to be successful, all students must have an equal opportunity to share knowledge, resources, and experiences (Noei, 2008). It enables all students to participate in a learning environment that values and celebrates their individuality. Or, to put it another way, taking into account individual differences is one of the main concerns for effective inclusive education.

Many students with disabilities attend lessons in welcoming settings. These comprise hearing-impaired students. Hearing loss prevents students from hearing with their ears alone. They are individuals whose ear problems make it difficult for them to learn in a classroom. They find it difficult to meaningfully understand and process a message or sound. These children have trouble communicating with others, and they occasionally may feel uneasy. These persons are commonly described as being clumsy, hyperactive, having a short attention span, and having poor recall because of their hearing loss. They might also be lacking in drive and self-control (Ewa, 2016).

Many students with disabilities attend lessons in welcoming settings. These students also include those who have hearing impairment. Students with hearing impairments are unable to use their ears for hearing. People in educational settings often have hearing problems that make it difficult for them to hear effectively. They struggle to convey information intelligibly and comprehend messages or noises. These children may feel alienated because they have a hard time connecting with others. These persons are typically described as being uninspired, disorderly, clumsy, and/or having poor recall because of their hearing loss. They might also struggle with motivation and self-control. In Kwara State, students with hearing impairment have poor academic performance.

The study of academic achievement is unquestionably important to educators, teachers, psychologists, policymakers, parents and guardians, social workers, and others. Parents, the government, national parties, and other stakeholders in education are seriously concerned about the low academic achievement of pupils with hearing impairment (Osonwa, Adejobi, Iyam, & Osunwa, 2013). The learning success of individuals with hearing impairments can be influenced by a variety of circumstances. According to Obosu, Adu-Agyem, and Opoku-Asare (2013), a complex set of psychological and social factors (parental background, anxiety, self-esteem, stress, peer group, interactions with teachers, and so on) that are related to the students themselves, their families, and various educational institutions may be to blame for the low academic achievement of students with hearing impairment. According to Irfan and Shabana (2012), there are a variety of factors that might affect how well students with hearing impairment perform academically. These issues require the active involvement of parents, students, and teachers.

Parental participation is one of the variables that can affect a hearing impaired student's academic achievement. Parental involvement is the involvement of parents in every facet of a child's education. Parental involvement can include helping a child with their homework, providing them with necessities for school (like school uniforms, shoes, pens, books, pocket money, and hearing aids), going to parent-teacher conferences, communicating with teachers, going on field trips, and participating actively in the decision-making process at the school. All of these parental actions can inspire and motivate hearing-impaired youngsters to learn. Parental participation can help hearing-impaired youngsters feel loved and focus on their schoolwork.

This investigation will also be supported by Vygotsky's social constructivism theory, which was created in 1978. According to this hypothesis, social interactions can have a significant impact on how cognition develops. The approach emphasizes how social interaction plays a role in how we learn. According to the theory, knowledge is socially and culturally formed during the teaching and learning processes, and students develop meaning through their interactions with one another and their immediate surroundings (Ernest, 1999; Gredler, 1997). Social contacts, which Vygotsky also referred to as the interpersonal process, help ideas become internalized (also called intrapersonal process). Independent thinking is the result of the shift from interpersonal to intrapersonal processes. Within a child's zone of proximal development, this shift is made possible with the assistance of adults who have greater experience (ZDP).

This idea is pertinent to this study because, in accordance with it, every child has some knowledge that they expand upon with the assistance of peers and adults. This indicates that with the help they receive from people who are more knowledgeable in society, kids with hearing impairments can raise their self-esteem, alter their behavior, and enhance their academic achievement. Additionally, the idea highlights the value of collaborative learning, joint problem-solving, coaching, mentoring, and learning support. Children's perspectives are broadened, according to Vygotsky, through interactions with peers and adults. The child develops and changes as a result of his or her efforts and the encouragement, direction, and assistance of people who are more experienced. Peer groups among other social groupings have a significant impact on how well-informed and globally aware children are. He thought that if a learner had assistance from people who were more experienced, they could tackle more difficult activities. With the aid of another person, a learner with hearing loss can improve their abilities. This was the next stage of development, or the zone of proximal development (ZPD), according to Vygotsky, and it could only be attained with other people's assistance and support. Vygotsky promoted supported or cooperative learning (Kariuki, Ogolla & Kimani, 2019). Learning that is underpinned by theory can help students do better in school. The connection between professors and hearing-impaired students can aid in the development of new ideas and enhance cognition. According to this hypothesis, students with hearing impairment who receive support from their parents, instructors, and classmates develop high self-esteem, which may have a positive effect on their academic achievement.

### **Statement of the Problem**

In recent years, issues with special importance have included the education of children with special needs, especially kids with hearing impairment. The Salamanca statement's definition of inclusive education included the idea of equal access for all students in regular classes as well as the demand for the appropriate supports and accommodations to satisfy the various needs of all learners, whether or not they are disabled. Due to their continuing lack of academic performance, research have found that kids with hearing impairment have not benefited from the idea of inclusive education. The educational stakeholders had implemented a number of initiatives/activities to enhance the subpar academic performance of pupils with hearing impairment, including home lessons, additional moral education classes, and so forth. However, these students' subpar academic performance continues. There are a number of causes for this ongoing academic failure.

This study's concept is derived from findings collected in the literature. Reading the literature, it was discovered that the majority of studies on the factors affecting academic performance were conducted on students who did not have disabilities, and that the analyses used ex-post facto research designs and linear regression. To the best of the researcher's knowledge, there is no empirical data that shows how parental participation, teacher-student contact, self-esteem, and peer group affect the academic achievement of

students with hearing impairment in inclusive settings, particularly in the metropolis of Ilorin. This leaves a knowledge gap that this study seeks to remedy.

**Research Questions**

1. What is the extent of influence of self-esteem on the academic performance of students with hearing impairment in inclusive settings?
2. What is the extent of influence of parental involvement on the academic performance of students with hearing impairment in inclusive settings?
3. What is the extent of influence of teachers-students interactions on the academic performance of students with hearing impairment in inclusive settings?
4. What is the extent of influence of peer group on the academic performance of students with hearing impairment in inclusive settings?

**Research Hypothesis**

There is no significant difference on the perceived factors influencing the academic performance of students with hearing impairment based on gender.

**METHODOLOGY**

The study adopted a descriptive survey research design because it perceived factors influencing the academic performance of students with hearing impairment in inclusive settings. A qualitative design was appropriate for the study because real responses will be gotten directly from the respondents. The population of the study comprised of all students in secondary schools that are practicing inclusive education within Ilorin metropolis. Instrument for this study was a self-developed structured questionnaire. The questionnaire titled: “Perceived Factors Influencing the Academic Performance of Students with Hearing Impairment Questionnaire (PFIAPSHIQ)” was designed by the researcher for the purpose of eliciting information from the respondents. The Questionnaire comprised of two sections, A and B. Section A of the questionnaire sought information on the demographic data of the respondents. Section B contains 40 items with four sub-scales: sub-scale has 10 items and the respondents selected an option based on their opinion using a four-point Likert scale which involves Very High Extent –VHE (4 points); High Extent –HE (3 points); Low Extent – LE (2 points); Very Low Extent –VLE (1 point).

**Results**

**Research Question 1:** To what extent does teacher-student interactions influence the academic performance of students with hearing impairment in inclusive settings.

**Table 1:** Table showing the percentage and mean distribution of extent teacher-student interactions influence the academic performance of students with hearing impairment in inclusive setting

S/N	ITEMS	VHE	HE	LE	VLE	MEAN
1.	Inability of teachers to adopt proper means of communication (sign language, total communication, lip reading, oral method, and audio-verbal) reduce academic performance of students with hearing impairment in inclusive settings	16(22.9)	30(42.9)	23(32.9)	1(1.4)	2.9
2.	Lack of mutual respect among teachers and students t with hearing impairment in inclusive settings cause poor performance in examination	16(22.9)	23(32.9)	28(40.0)	3(4.3)	2.7
3.	Failure of the teachers to adapt questions to the level or abilities of students with hearing	30(42.9)	19(27.1)	17(24.3)	4(5.7)	3.1

	impairment could result into low performance in tests and examination					
4.	Failure of teachers to involve students with hearing impairment in structuring and selection of activities in the classroom makes to lag behind academically	37(52.9)	18(25.7)	7(10.0)	8(11.4)	3.2
5.	Unwillingness of teachers to welcome the ideas and initiatives of students with hearing impairment leads to decline in their academic performance	47(67.1)	8(11.4)	9(12.9)	6(8.6)	3.4
6.	Teachers that accord students with hearing impairment too much liberty in the classroom limit their ability to concentrate	35(50.0)	14(20.0)	11(15.7)	10(14.3)	3.1
7.	Inability of the teachers to provide students with hearing impairment adequate time to do their classwork could result into low academic performance	34(48.6)	18(25.7)	7(10.0)	11(15.7)	3.1
8.	Lack of proper incentives by teachers' towards students with hearing impairment could result into low academic performance	42(60.0)	10(14.3)	8(11.4)	10(14.3)	3.2
9.	Rigid corporal punishment meted out by teachers toward students with hearing impairment could result into low academic performance	42(60.0)	11(15.7)	11(15.7)	6(8.6)	3.3
10.	Freedom in asking and answering questions between students with hearing impairment and teachers could result into poor understanding of concepts and subject matter.	42(60.0)	10(14.3)	14(20.0)	4(5.7)	3.3
WEUGHTED MEAN 3.13						

Note: The figures in parentheses are in percentages

Table 3 showed extent teacher-student interactions influence the academic performance of students with hearing impairment in inclusive setting. The following shows the extent teacher-student interactions influence the academic performance of students with hearing impairment in inclusive setting as follows: Inability of teachers to adopt proper means of communication (sign language, total communication, lip reading, oral method, and audio-verbal) reduce academic performance of students with hearing impairment in inclusive settings (2.9), Lack of mutual respect among teachers and students t with hearing impairment in inclusive settings cause poor performance in examination(2.7), Failure of the teachers to adapt questions to the level or abilities of students with hearing impairment could result into low performance in tests and examination (3.1), Failure of teachers to involve students with hearing impairment in structuring and selection of activities in the classroom makes to lag behind academically(3.2), Unwillingness of teachers to welcome the ideas and initiatives of students with hearing impairment leads to decline in their academic performance(3.4), Teachers that accord students with hearing impairment too much liberty in the classroom limit their ability to concentrate(3.1), Inability of the teachers to provide students with hearing impairment adequate time to do their classwork could result into low academic performance(3.1), Lack of proper incentives by teachers' toward students with hearing impairment could result into low academic performance(3.2), Rigid corporal punishment meted out by teachers toward students with hearing impairment could result into low academic performance(3.3), Freedom in asking and answering questions between students with hearing impairment and teachers could result into poor understanding of concepts and subject matter(3.3). The weighted mean was 3.13, which mean that calculated mean was greater than fixed mean (2.5). This implies that teacher-student interactions influence the academic performance of students with hearing impairment in inclusive setting is of high extent.

**Research Question 2:** To what extent does self-esteem influence the academic performance of students with hearing impairment in inclusive setting

**Table 2:** Table showing the percentage and mean distribution of the extent self-esteem influence the academic performance of students with hearing impairment in inclusive setting.

S/N	ITEMS	VHE	HE	LE	VLE	MEAN
1.	Students with hearing impairment lacking confidence can have difficulties with expressing themselves during class or group discussion	20(28.6)	32(45.7)	14(20.0)	4(5.7)	3.0
2.	Students with hearing impairment lacking self-respect for themselves are most likely to cheat examinations	21(32.9)	28(40.0)	16(22.9)	3(4.3)	3.0
3.	Students with hearing impairment who are not contented with the way they are can lack motivation to study	18(25.7)	29(41.4)	21(30.0)	2(2.9)	2.9
4.	Students with hearing impairment who lack conviction that they can succeed in school will be motivated to treat classroom or tasks and assignment timely	17(24.3)	29(41.4)	19(27.1)	5(7.1)	2.8
5.	Students with hearing impairment who feel discouraged by past academic failures find it difficult to seek help from others in class/school	15(21.4)	24(34.3)	23(32.9)	8(11.4)	2.7
6.	Students with hearing impairment who cannot accept criticism/correction find it difficult to improve academically	16(22.9)	30(42.9)	21(30.0)	3(4.3)	2.8
7.	Students with hearing impairment who have fear of making mistakes find it difficult to attain high academic standards	11(15.7)	27(38.6)	22(31.4)	10(14.3)	2.6
8.	Students with hearing impairment can have no focus on their lives and what they intend becoming and it could result into low performance in studies	11(15.7)	24(34.3)	23(32.9)	12(17.1)	2.5
9.	Students with hearing impairment have no purpose for living and not deeply think through life and this can have negative impact on their academics	10(14.3)	23(32.9)	29(41.4)	8(11.4)	2.5
10.	Students with hearing impairment can think they have the capacity to achieve what their mate without disabilities can achieve	12(17.1)	27(38.6)	15(21.4)	16(22.9)	2.5
WEIGHTED MEAN		2.73				

Table 5 showed the extent self-esteem influence the academic performance of students with hearing impairment in inclusive setting. The following shows the extent self-esteem influence the academic performance of students with hearing impairment in inclusive setting as follows: Students with hearing impairment lacking confidence can have difficulties with expressing themselves during

class or group discussion (3.0), Students with hearing impairment lacking self-respect for themselves are most likely to cheat examinations (3.0), Students with hearing impairment who are not contented with the way they are can lack motivation to study (2.9), Students with hearing impairment who lack conviction that they can succeed in school will be motivated to treat classroom or tasks and assignment timely (2.8), Students with hearing impairment who feel discouraged by past academic failures find it difficult to seek help from others in class/school (2.7), Students with hearing impairment who cannot accept criticism/correction find it difficult to improve academically (2.8), Students with hearing impairment who have fear of making mistakes find it difficult to attain high academic standards (2.6), Students with hearing impairment can have no focus on their lives and what they intend becoming and its could result into low performance in studies (2.5), Students with hearing impairment have no purpose for living and not deeply think through life and this can have negative impact on their academics (2.5), Students with hearing impairment can think they have the capacity to achieve what their mate without disabilities can achieve (2.5). The weighted mean was 2.73, which mean that calculated mean was greater than fixed mean (2.5). This implies that the extent self-esteem influence the academic performance of students with hearing impairment in inclusive setting is of high extent.

**Ho1:** There is no significant difference on the perceived factors influencing the academic performance of students with hearing impairment based on gender.

**Table 3:** Summary of T-test result showing the perceived factors influencing the academic performance of students with hearing impairment based on gender.

	Gender	N	Mean	T	F	Df	Sig	Decision
Factors influencing the academic performance	Male	32	38.5	-1.4	0.41	68	0.53	Not Sig
	Female	38	42.6					

Table 6 showed summary of t-test result showing the perceived factors influencing the academic performance of students with hearing impairment based on gender. It was revealed that male students had mean score 38.5 while female students had mean score 42.6, the  $T_{cal}$  was -1.4, degree of freedom 68, F was 0.41 and significant level of 0.53 ( $P > 0.05$ ). This implies that there was no significant difference on the perceived factors influencing the academic performance of students with hearing impairment based on gender. Therefore, the null hypothesis that states that there is no significant difference in the perceived factors influencing the academic performance of students with hearing impairment based on gender was not rejected.

### Discussion of Findings

The results of this study demonstrated that, with a weighted mean of 2.84, parental participation has a significant impact on the academic performance of students with hearing impairment. The substantial influence that parents have on a child's life may be one explanation for this discovery. Children with hearing impairment are more likely to feel loved and driven to learn and study if their parents help them with their schoolwork at home. According to Ebuta and Ekpo-Eloma (2014), parental participation had a significant impact on children's academic achievement in River State, Nigeria. The findings support their findings. This finding is also consistent with research by Takwate, Sallah, Tartiyus, and Godwin (2019) in Adamawa State, Nigeria, which found that parental participation has a significant impact on students' academic achievement. The results of Sota and Agi (2020), who claimed that there is no discernible link between parental influence and pupils' academic achievement in Rivers State, are in direct opposition to this study.

The results of this study also demonstrated that, with a weighted mean of 3.13, teacher-student interactions have a significant impact on the academic performance of students with hearing impairment. This finding may be explained by the high level of interaction between teachers and deaf students, which might encourage open discourse and boost academic enthusiasm. Students with hearing impairment will feel more at ease and confident in their ability to ask questions about concepts they are unclear about the more teachers demonstrate a high degree of passion, benevolence, and tolerance toward them. This result is congruent with that of Nonyelum, Ogugua, and Abah (2022), who stated that pupils' academic performance in Benue State is significantly influenced by their teachers' esteem for them and their classmates. This result is consistent with Prino, Pasta, Gastaldi, and Longobardi's (2014) report that interpersonal interactions between teachers and students in Italy are a significant determinant and catalyst for the academic performance of students with Down syndrome, autism spectrum disorders, learning disorders, and attention-deficit and hyperactivity disorders. Chukwu and Deba (2020) observed that there is a moderate influence of teacher-student interaction on students' academic performance in institutions of education in Bauchi State. This finding, however, did not support their findings.

Additionally, the results of this study demonstrated that peer groups have a significant impact on the academic performance of children with hearing impairment, with a weighted mean of 3.16. This finding may be explained by the fact that children are more likely to be friends with their friends than with their teachers, and that students with hearing impairment perform better academically the more they interact with their peers. This result is consistent with Uzezi and Deya's (2017) findings that peer group had a significant impact on secondary school chemistry students' academic performance in Taraba State, Nigeria. This result is also consistent with research by Filade, Bello, Uwaoma, Anwanane, and Nwangburuka (2019), who found that undergraduate students at Babcock University in Ogun State who are a part of a peer group do noticeably better on exams than those who do not. This study is in line with that of Bankole and Ogunsakin (2015), who found that peer groups have a significant impact on secondary school students' academic performance in the state of Ekiti.

Additionally, the results of this study demonstrated that, with a weighted mean of 2.73, self-esteem has a significant impact on the academic performance of students with hearing impairment. This conclusion may be explained by the fact that children with hearing loss who have high self-esteem are more aware of their own strengths and weaknesses. Students with hearing impairments can perform better or worse in school depending on their perceived abilities as well as their real abilities. As a result, deaf kids are more likely to succeed academically when they have confidence in their abilities and do not have test or exam anxiety. They'll have the self-assurance to make and work harder to achieve academic goals. This result is consistent with that of Omeodu (2021), who claimed that students' self-esteem in Rivers State had a significant impact on how well they perform on tests and exams. This study supports the findings of Olanrewaju (2014), who discovered that students' sense of self-worth has a significant impact on their academic performance in Oyo State, Nigeria. This discovery backs up the findings of a study from 2021 by Maina, Abba, Hamza, and Dadingel, who claimed that pupils in public senior secondary schools in Gashu'a, Yobe State, Nigeria had a significant positive relationship between self-esteem and academic achievement.

Additionally, it was found that there was no discernible gender difference in the perceived factors affecting the academic performance of students with hearing impairment. This suggests that there is no significant difference between the genders in terms of how peer groups, self-esteem, parental participation, and teacher-student interactions affect the academic performance of kids with hearing impairment.

Additionally, it was found that there was no discernible gender difference in the perceived factors affecting the academic performance of students with hearing impairment. The academic performance of students with hearing impairment is thus not significantly influenced by gender in terms of parental participation, teacher-student contact, peer group, and self-esteem. One explanation might be that gender is a component that does not conflict with other factors that can influence pupils' academic success. This conclusion conflicts with Winkelmann's (2016) finding that gender interactions between professors and students had little bearing on students' academic achievement. This result is consistent with the findings of Bankole and Ogunsakin (2015), who claimed that peer relationships based on gender at school have little bearing on pupils' academic achievement. This is in line with Yunus, Hamza and Razak (2018) who revealed that parental involvement does not differ for boys and girls.

## **Conclusion**

According to the study's findings, hearing-impaired adolescents' academic achievement in inclusive settings can be greatly influenced by their parents' involvement in school-related activities. Based on the study's findings, it can be said that teacher-student interactions had a significant impact on the academic performance of students with hearing impairment in inclusive settings. Additionally, it may be said that a student's success in inclusive environments can be greatly influenced by the peer group to which they belong. The findings of this study support the notion that, in inclusive settings, children with hearing impairments who are more confident in themselves will perform better academically. The study comes to the conclusion that factors like parental involvement, teacher-student relationships, peer groups, and self-esteem should be taken into account for students with hearing impairments who are performing below average in inclusive settings because they can greatly facilitate improved academic performance. Additionally, based on the findings of this study, it can be concluded that there are no gender differences that significantly affect how peer groups, self-esteem, parental participation, and teacher-student interactions affect the academic performance of students with hearing impairment.

## **Recommendations**

Sequel to the findings of this study, the following recommendations were made:

1. Parents of students with hearing impairments should devote time for their children and check their children's academic work, direct assist them where necessary in order to improve their academic performance in school.
2. Teachers should learn how to use the appropriate communication approaches (sign language, hearing aid and instructional materials) and show high degree of enthusiasm, benevolent and tolerance when interacting with students with hearing impairment. If these can be done, it can create inclusive teaching-learning environment for students with hearing impairment and improve their academic interest.

3. Guidance and counselling services should also be provided for students with hearing impairments in order to help them see themselves in positive way and remain focused on their academic goals in school.

## **References**

- Chuku, G.F. & Deba, A.A. (2020). Influence of Teachers-students relationship on Students Academic Performance in Colleges of Education in Bauchi State, Nigeria. *Journal of Science Technology and Education*, 8(2), 132- 140.
- Ewa, J. A. (2016). An Evaluation of Existing Service Provisions for Students with Hearing Impairment and the Conditions Necessary for Effective Implementation of Inclusive Education Programme in Nigeria. Palacky University, Department of Special Education, Olomouk.
- Filade, B. A, Bello, A. A, Uwaoma, C, Anwanane, B.B, & Mwanhburuka, K. (2019). Peer group influence on academic performance of undergraduate students in Babcock University, Ogun State. *African Educational Research Journal*, 7(2), 81-87. doi:10.30918/AERJ.72.19.010.
- National Bureau of Statistics. (2019). WAEC Results Statistics (2016- 2018). Lagos: proshare.
- Noel, L. N. (2008). Academic Performance of Learners with Hearing Impairment in Inclusive Primary School Kasarani Division Nairobi-Kenya. Kampala International University, Department of Special Education.
- Obosu, K.G. Adu-Agyem, J, & Opoku-Asare, N.A. - (2013). This study he use of visual art forms in teaching and learning in schools for the deaf in Ghana: Investigating the practice. *International Journal of Innovatice Research & Development*, 2(5), 2278-0211.
- Sota, V.V.& Agi, C.W. (2020). Parental influence on Subject Selection and Academic Performance of Secondary School Students in Rivers-East Senatorial District, Rivers State. *International Journal of Innovative Psychology & Social Development* 8(1), 1- 16. Retrieved from [www.seaphipaj.org](http://www.seaphipaj.org).
- Takwate, K.T, Sallh, K, Tartiyus, I, & Godwin, B.A. (2019). Impact of Parental Involvement on Students Academic Achievement in Senior Secondary School in Mubi-North Local Government Area, Adamawa State. *BSUJEM*, 1(2), 133-140.
- Winkelman, T.J. (2016). The impact of Teacher Gender on Elementary Students Academic Performance. Baker University. Depart of Educational Leadership.
- World Health Organization. (2020). Deafness and hearing loss 2020. Retrieved February 4, 2022, from <https://www.who.int/news-room/factsheets/detail/deafness-and-hearing-loss>.
- Yunus. A, Hamza, M.I & Razak, K.A (2018). Parental Background and Students Academic Performance: A Comparative Study in North-Central Nigeria. *International Journal of Academic Research in Progressive Education and Development*, 7(2), 1- 15. doi:10.6007/IJARPED/v7-i2/4077.