

INFLUENCE OF PARENTAL INVOLVEMENT ON ACADEMIC PERFORMANCE OF LEARNERS WITH HEARING IMPAIRMENT IN SELECTED SCHOOLS IN KOGI STATE, NIGERIA.

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Abstract

Academic performance of learners with hearing impairment is a good indication of the success of any special education programme. Therefore, understanding what, why, how and which factors affect this performance is paramount. This study was thus carried out to determine the influence of parental involvement on academic performance of learners with hearing impairment in Kogi state. Descriptive research design was adopted for this research. Purposive random sampling technique was used to select 25 parents from each of the four selected schools. Two research questions were raised and answered. Self-made questionnaire was used to collect relevant data. Data collected was analysed using descriptive statistics of simple percentage, frequency count, mean and standard deviation. Results revealed that parental involvement significantly influenced academic performance of learners with hearing impairment. It was recommended that parents, teachers and learners with hearing should be educated to recognise the significance of parental involvement for overall development of the child with hearing impairment.

Introduction

Persons with disabilities are inherently found in all societies of the world. Special needs education is a unique system within and outside different institutions of learning where peculiar responses to the social, emotional and education needs of learners with disabilities are provided. This is because these learners cannot attain maximum benefit from the regular nature of conventional education. Special education and related services remain the single instrument they need to realise their maximum potential. These learners with disabilities comprise those having learning or attention difficulties, intellectual disabilities, behavioural disorders, physical and health related impairment, disordered communication, hearing impairment and visually impairment. Its academic activities are directed towards ensuring that students gain mastery of special educational objectives. In special and integrated schools for persons with disabilities, the extent to which these objectives have been met is determined greatly by a number of factors which includes parental involvement among others. Moreover, the success of any special education programme is measured by how well students with disabilities accomplish the special education objectives. For the purpose of this research proposal, academic performance of learners with hearing impairment will be a good indication of the success of any special education programme targeted at this category of learners.

Understanding what, why, how and which factors affect this performance is paramount for their education.

Olufemi, Adediran and Oyediran (2018) opine that students' academic performance plays an important role in producing best quality graduates who will become great leaders and manpower for the country thus responsible for the country's economic and social development. It is one of the major factors considered by employers in hiring workers especially for the fresh graduates. Further, students have to put the greatest effort in their study to obtain good grades and to prepare themselves for future opportunities in their career at the same time to fulfil the employer's demand. Also, students' academic performance determines the quality of education that will be passing to the students by the potential teachers at primary and secondary school levels. When learners with hearing impairment exhibit poor academic performance their tendency to have a brighter future becomes uncertain and special education programme will be blamed. Good academic records of the students are required for admission in reputed educational institutions, for scholarships, for job entrance. Little wonder then that this study was put forward to examine the role of parental involvement as one of the several factors which influences learners' academic performance.

According to Mahajan and Singh (2021a), academic performance has been considered a significant factor in life and it is one of the most important goals to be achieved by all learners. Now a days, the people have become educationally minded due to fast changing society and world. This challenging and changing social environment is creating competition in every field, that is why every parent has to set high goals for his child and for advance studies, they become prerequisite of success at every step-in life. In the context of school situation, it means the scores obtained in annual examinations conducted by the institution or board at the end of the year as the end product of the student's labour for the whole year or the achievement made by the students in their subjects of study. Academic performance means accomplishment in terms of scores of knowledge, understanding or skill acquired after instructions and training in courses or subjects of study. It is generally measured by means of the marks obtained by the student out of total marks assigned for the course of the particular class. For the purpose of this proposal, it refers to knowledge, skills, understanding and scores obtained by learners with hearing impairment after school instruction.

Parental involvement in a child's education from an early age, whether they have hearing impairment or not has a significant effect on educational performance, and continues to do so into adolescence and adulthood. This is because the parents are the first school for every child. Connectedly, Gonzalubez, DeHass, Willems, and Holbein as cited in Eskew, Caitlin and Seiki, (2012) recognizing the parent as source of inspiration for the child submit that parents are the key to the development of a child's intrinsic motivation and often this motivation begins to grow when parent's aspirations and value on education are present. Without excluding learners with hearing impairment, family learning can provide a range of benefits for parents and children including improvements in reading, writing and numeracy as well as greater parental confidence in helping their child at home. Suggesting that when parents are well involved in educating learners with

hearing impairment there is a great tendency that the learners will meet the expectations for academic performance.

Initially, Mahajan and Singh (2021b) explained that the term parental involvement had been conventionally defined as involving parents in school-based curricular and cocurricular activities and programmes related to their child's education. However, they later pointed out a detailed view of parental involvement which went beyond parent activities in school settings and in subject concerned participations, defining parental involvement as encouraged parental inclinations and practices aimed to assess children's educational success. It is a multifaceted and bilateral construct that has been closely associated with social and academic outcomes of children. More so, they submitted that the comprehensive perspective of parental involvement is deep rooted in the understanding that success of children in the courses of study is affected by multiple areas be it of home, school, community and state in a powerful and bidirectional way. Parental involvement is a significant aspect of the development of child's personality which is consistently related to a child's increased academic performance. Furthermore, the authors defined parental involvement means willingness on the part of parents to devote their time and resources towards their children learning. The students who got enlightened by such parental involvement in their schooling exhibits positive behaviour; improved attitudes towards schooling; improved school attendance; decreased school dropouts; and improved academic performance. Although the relationship between parent involvement and a child's academic performance is absolute, still there is need to study on how parent involvement enhances child's academic performance.

Akellot and Bangirana (2019) expressed that there was considerable evidence showing the benefits of parental involvement in school activities and how this influenced the academic performance of deaf students in high- and middle-income countries. But it is pertinent to mention that the result of their cross-sectional study conducted on one hundred and eight parents of deaf children (Primary 1 to 7) revealed that parental involvement was not associated with academic achievement among deaf children in Kampala. Would this be the case in Kogi State?

This project proposal will be carried out to determine the influence of parental involvement on academic performance of learners with hearing impairment in selected schools in Kogi state.

Statement of the Problem

The significant influence that parental involvement has on the academic performance of learners with hearing impairment is supported by the Social Theory of Learning and policy statements of special education programmes. However the academic performance of learners with hearing impairment has continued to decline when compared with their hearing pairs in institutional and national examinations. They have been scoring marks that lag greatly behind that of their hearing peers. The research was hereby carried out to determine how parental involvement can be positively harnessed to enable learners with hearing impairment perform as, if not better than their hearing peers.

Objectives of the Study

The main purpose of this study was to determine what influence parental involvement had on academic performance of learners with hearing impairment in selected local government of Kogi State. Specific objectives were to determine:

1. The extent of influence of parental involvement on academic performance of learners with hearing impairment
2. The specific aspects of parental involvement which has influence on academic performance of learners with hearing impairment.

Scope of the Study

The conceptual scope of this study covered the influence of parental involvement on academic performance of learners with hearing impairment. The geographical scope covered the following schools: Christian Mission in Many Lands (CMML), Iyale, Mopa School for the Deaf, Mopa, MUM Special School and Otutulu LGEA Special, Okene all in Kogi State.

Research Questions

The following research questions were raised and answered for this study:

1. What are some of the specific ways parents are involved in activities which influence the academic performance of their children and wards with hearing impairment.
2. Is parental economic status one of the factors which determines the extent of the influence of parental involvement on academic performance of learners with hearing impairment

Literature

Hearing impairment also known as hearing loss is a partial or total inability to hear. A student with hearing impairment has little or no hearing. Hearing impairment may occur in one or both ears. Overall, hearing impairment can affect the ability to learn verbal and oral language which in turn affects a child's ability to perform well at school. Hallahan, Kauffman, & Pullen, Katz as cited in Kamal, Saeid, Hadi and Guita (2014) expressed that having hearing impairment is not just about being deprived of the sense of hearing nor not hearing the sounds, but it is defined as the lack of access to many helpful and promising experiences of both individual and social life as well.

Wikipedia (2022) defines academic performance as the extent to which a student, teacher or institution has attained their short or long-term educational goals. It is marked through benchmarks such as completing secondary school diplomas and bachelor's degrees. It is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important. Academic performance is the extent to which the teacher, school or learner is able to achieve set goals.

Mahajan and Singh (2021b) explain that the term parental involvement had been conventionally defined as involving parents in school-based curricular and co-curricular activities and programmes related to their child's education. However, they later pointed out a detailed view of parental involvement which went beyond parent activities in school settings and in subject

concerned participations, defining parental involvement as encouraged parental inclinations and practices aimed to assess children's educational success.

As much as it is established that parents play an influential role in the academic and social success of their children not much of such roles have they played with respect to learners with hearing impairment. This may have been due to the communication gap created by the inability of most parents to communicate using sign language. Using the Social Capital Theory propounded by Bourdieu (1985) becomes relevant in this case. Parents of learners with hearing impairment should focus on the aspect of investment in social relations of their children with the expectation of returns. Parental involvement can be improved when parents expend resources in their child's education which in turn will lead to increased academic performance of the children.

Methodology

Research design

The descriptive research design was adopted for this research. By its nature the research will be a fact-finding attempt to describe, analyse and interpret a survey of opinion on how parental involvement determines the academic performance of learners with hearing impairment. This helped to precisely describe how parental involvement affects the academic performance of learners with hearing impairment.

Study Population

The study population comprised all the parents of learners with impairment from Christian Mission in Many Lands (CMML), Iyale, Mopa School for the Deaf, Mopa, MUM Special School and Otutulu LGEA Special, Okene, Kogi State.

Sample and Sampling Techniques

Purposive random sampling technique was used to select 25 parents from each of the selected schools. Eventually, 100 parents of learners with hearing impairment which formed the sample for this study were drawn.

Research Instrument

The research instrument was a self-structured questionnaire with twenty items. It was named Parental Involvement and Academic Performance Questionnaire (PIAPQ). It was divided in sections A and B. Section A captured the demographic data of participants while section B comprised question items that were rated on a 4-Likert scale.

Reliability and Validity of instrument

The research instrument was subjected to reliability and validity test by professionals in the field of test and measurement.

Method of Data Analysis

Data collected was recorded and analysed using descriptive statistics of simple percentage, frequency count, mean and standard deviation. The results of the study are presented in accordance with the research questions.

RESULTS

Demographic Data of Participants

Age of participants	Frequency	Percent
30-34 years	6	6.0
35-39 years	10	10.0
40 years above	84	84.0
Total	100	100.0

Above is the frequency distribution table of participants according to age. Participants between the ages of 30-34 were 6 (6%) in number, those between the ages of 35-139 were 10 (10%) while those who were 40 years above were 84 (84%).

Gender of participants	Frequency	Percent
Male	29	29.0
Female	71	71.0
Total	100	100.0

Frequency distribution of participants based on gender revealed that 29 which represented 29% were male while 71 which represented 71% were female. Female participants were the majority of parents.

Parental occupation	Frequency	Percent
Civil servant	33	33.0
Self employed	58	58.0
Other	9	9.0
Total	100	100.0

Table above bears the distribution of parents of participants based on occupation. 58 which represented 58% of the parents were self-employed, 33 which represented 33% were civil servants while 9 which represented 9% had other occupations.

Research Question 1

To what extent does parental participation influence secondary school student's academic performance.

S/N	Question item	Mean	Std. Deviation	Remark
1	When parents help with child's assignment the child will perform well at school	2.14	.932	Agree
2	When parents provide learning materials children will do well at school	1.36	.523	Strongly agree
3	When parents help pay for extra classes it will aid the studies of their children	1.69	.748	Agree
4	Children with hearing impairment will perform well at school when parents discuss academic activities with them	1.79	.743	Agree
5	When parents engage teachers on special subjects like science and mathematics children with hearing impairment will do well	2.24	1.026	Agree
6	If parents pay school fees in time their children will perform well at school	1.60	.682	Agree
7	When parents buy all textbooks and notebooks children with hearing impairment can perform well at school	1.55	.744	Agree
8	If parents ensure children with hearing impairment are well fed then their academic performance will improve	1.36	.560	Agree
9	When parents attend Parent Teachers' Association meeting they will be equipped with adequate knowledge that will help their children perform well at school	2.06	.973	Agree
10	When parents encourage their children to do their best academic performance of the children will improve at school.	1.87	4.308	Agree

The table above reveals that all the question items received positive responses.

Research Question 2

Is parental economic status one of the factors which determines the extent of influence of parental involvement on academic performance of learners with hearing impairment

S/N	Question Item	Mean	Std. Deviation	Remark
1	Parents who are self-employed are more likely to pay the school fees of their children with hearing impairment in time	1.60	.682	Agree
2	Parents who are civil servants are more likely to pay the school fees of their children with hearing impairment in time	1.55	.744	Agree
3	The level of income of parents determines how well children with hearing impairment will be fed	1.36	.560	Agree
4	Parents who can speak and understand English are more likely to attend PTA meetings at schools for learners with hearing impairment.	2.06	.973	Agree
5	Parents who are educated help their children with hearing impairment in doing assignment	1.87	4.308	Agree
6	Parents with stable source of income can afford to pay their childrens' extra classes	1.96	.953	Agree
7	Working class parents are find time to discuss academic activities with their children with hearing impairment	1.45	.657	Agree
8	Supportive and attentive parents motivate their children with hearing impairment to do well at school	1.74	.747	Agree
9	Educated parents will find time to learn sign language to assist their children with hearing impairment to learn	1.97	3.221	Agree
10	Educated parents understands that having hearing impairment does not mean their children cannot go to school	1.31	.665	Agree

Similarly, all the question items above received positive responses.

All the items present on the tables above are positive items and were rated as follows: Strongly agree (1), Agree (2), Disagree (3) and Strongly disagree (4). Appropriate remarks to each item was determined based on the mean value of participants' responses.

Discussion

Two research questions were raised to examine the influence of parental involvement on academic performance of learners with hearing impairment in selected schools in Kogi state.

Results of research question one revealed that the majority of participants agreed to positive items regarding the various types of ways in which parents of learners with hearing get involved in the education of their children with hearing impairment. for instance, they agreed to the statement that when parents help with child's assignment the child will perform well at school. Moreso, they agreed that children with hearing impairment will perform well at school when parents discuss academic activities with them. All these are indications that activities which connote parental involvement will to a large extent influence the academic performance of learners with hearing impairment. This result is in line with that of Akrofi (2020) who investigated home environment factors contributing to low academic performance in primary school pupils in Ghana at Kwame Nkrumah University of Science and Technology (KNUST) Primary School in Kumasi. Data collected from 120 learners and 60 parents revealed that a significant number of pupils described their homes as not conducive for learning and this was largely attributed to the parental socio-economic status. Consequently, lack of parental involvement was negatively associated with the academic performance of learners.

Furthermore, results of research question two revealed that parents' socio-economic status as reflected in the level of education, source of income and support provided by parents will go a long way in positively influencing the academic performance of learners with hearing impairment. This submission is supported by Eamon (2005) who posited that research had shown that supportive and attentive parenting practices positively affect academic achievement.

Conclusion

It was found that parental socio-economic status influences parental involvement. Moreover, parental involvement will significantly influence academic performance of learners with hearing impairment. These findings are supported by what had been observed in previous studies. In conclusion, the finding of this study infers that, parental involvement is a potent tool that can either make or mar the academic performance of learners with hearing impairment.

Recommendations

The following are recommended as a result of the findings of this study:

- Parents, teachers and learners with hearing impairment should be educated so that they can recognize the significance of parental involvement for overall development of the child with hearing impairment
- Parents and teachers should cooperate well through Parents Teachers Association so as to forge the way forward for improved education for learners with hearing impairment.

- Parents should take up active roles in educating their children with hearing impairment through the provision of constant support and care needed for enhanced academic performance
- Government should organize seminars, workshops and conferences which showcase the pivotal role of parents in ensuring maximum development of learners with hearing impairment.

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