

PSYCHOSOCIAL FACTORS AS CORRELATES OF READING ACHIEVEMENT OF STUDENTS WITH HEARING IMPAIRMENT IN IBADAN, OYO STATE, NIGERIA

BY

Isaiah, O.O. Ph.D.: Department of Special Education, University of Ibadan;

E-mail: drgbenga2014@gmail.com

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Alaba, E. I.: Department of Special Education, University of Ibadan;

E-mail: alabaesther75@gmail.com

Abstract

This study examined the psychological and social factors as correlates of reading achievement of students with hearing impairment in secondary school in Ibadan, Oyo state, Nigeria. The descriptive survey research design of correlational type was adopted. A total of 62 students with hearing impairment from secondary schools in Ibadan, Oyo state were selected using purposive sampling technique. The instrument used for collection of data was a questionnaire tagged Students with Hearing Impairment Reading Achievement Questionnaire (SHIRAQ) ($r=0.82$). Three research questions were answered. The data collected were analysed using frequency count, percentage, Pearson Product Moment Correlation and Multiple Regression. Results showed that there was a positive relationship between attitude, self-concept, self-efficacy, parental involvement, teachers-students interaction, parents' socio-economic status and reading achievement. Also, there was significant joint contribution of attitude, self-concept, self-efficacy, parental involvement, teachers-students interaction, parents' socio-economic status to reading achievement among students with hearing impairment. There was relative contribution of attitude, self-concept, self-efficacy, parental involvement, teachers-students relationship and parents' socio-economic status to reading achievement. It was recommended that students with hearing impairment should be provided with textbooks and other educational facilities by their parents and -the government.

Keywords: *Attitude, Parental involvement, Socio-economic status, Reading achievement Self-concept, Self-efficacy, Teachers-students interaction*

Introduction

Reading skill is one of the major problems confronting students with hearing impairment. Their reading achievement is affected due to poor language development, prior to entering school. Reading difficulties at early stages of schooling is devastating to future progress if the school and parents are not deeply involved in the progress of students with hearing impairment in reading. Language development and literacy skill of students with hearing impairment is somewhat different from their hearing counterparts. Students with hearing impairment are less exposed to language during their early years, especially if their parents are hearing and do not learn sign language. Friedmann and Szterman (2010) noted that many children with hearing impairment receive limited language input during the sensitive period for language acquisition. The lack or limited exposure to language skills will no doubt have negative effect on their reading achievement. Marion (2016) opined that children with reading difficulties are not able to carry out the sequence of language, memory demands that current phonics instruction entails. The sense of hearing plays a key role in the use and development of verbal language and communication. For students with hearing impairment, reading deficits are rampant and lead to low self-efficacy. Britt and Kathryn (2008) reported that students' low reading achievement was demonstrated by a lack of reading picture time, low motivation to read, limited access to appropriate to their grade level.

Reading is a means of language acquisition, communication and sharing information and ideas. Pang, Muaka, Bernhardt and Kamil (2003) see reading as the understanding of written texts. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experience, attitude and language community which is culturally and socially situated. According to Grellet (1999), reading is an active skill. Reading helps in expanding thinking skills,

concentration, and enlargement of vocabulary and effectively mastering of the environment. Klingner (2007) opined that reading achievement is the process of constructing meaning by relating a number of complex processes that included word reading, word and world knowledge, and fluency. Reading achievement is fundamentally seen as an interaction between the reader and the text. Reading achievement can be affected by some factors such as; attitude, self-concept, self-efficacy, parental involvement, teachers-students interaction and parents' socio-economic status.

Attitude is a strong factor that determines students' achievement in their studies, especially reading. Aledeh (2014) viewed attitude as people's feelings towards some objects or ideas. Attitude is a predisposition or a tendency to respond positively or negatively towards a certain idea, object, or situation. Attitude plays a significant role in reading. It is critical to learning because mental readiness of the students determines how much will be learned. This attitude could be positive or negative. For effective reading achievement to take place, there must be a positive attitude exhibited by the students. Anderson (2003) stated that reading is the most important skill to master in order to ensure success in learning. The attitude of students with hearing impairment towards reading is poor. They easily lose interest in reading, because they fail to grasp and comprehend ideas in any given text.

Self-concept can be simply defined as how we value ourselves. Self-concept is a trait built in the personality of students with hearing impairment. They have problem with reading because they considered themselves as being unable to read. Bandura (1995) stressed that self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Self-efficacy can be defined as the belief in one's capabilities to achieve a goal or an outcome. Self-efficacy beliefs provide the foundation for human motivation, well-being and personal accomplishment. Students with low self-efficacy believe they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that are to be avoided. Thus, students with poor self-efficacy have low aspirations which may result in disappointing reading achievement.

Parents are the most important socializing force in most young children's lives. The student's home environment is a key for tremendous cognitive growth and development. In the home environment, parents can provide emotional well-being as well as intellectual stimulation. The level of achievement is related to parental involvement and the quantity, quality, and timing of the support services children receive (John and Syrod, 2013). Parents can also stimulate their children's love for reading. Students with hearing impairment who have higher levels of parental involvement, such as parents attending workshops about literacy and parents encouraging literacy activities at home, show greater literacy growth than students whose parents are not as involved (Leslie and Allen, 1999).

Teachers-Students Interaction involves the interaction of the teacher with the students. Myers (2007) agreed that every teacher affects the achievement of students in the classroom. In fostering a favourable learning condition, teachers need to have a positive interaction with them. Positive teacher-student interaction is fundamental. When teachers have positive interaction with their students, they improve the classroom, which results in more reading achievement. Positive teacher-student interaction can be explained by shared acceptance, understanding, affection, intimacy, trust, respect, care and cooperation (Krause, Bochner, & Duchesne, 2006).

Socio-economic status can be defined as a person's overall social position to which attainments in both the social and economic domain contribute. Parents with high level of education are most likely to engage in activities that would develop the intellectual potentials in their children and pave the way for them to perform satisfactorily in school. Abdu-Raheem (2015) confirmed that parental support financially and morally has been found to be potent in improving students' reading achievement. The socio-economic status of parents with hearing impairment has an adverse effect on their school achievement including reading. Access to books is a factor strongly related to reading achievement of students with hearing

impairment. Differences in the accessibility to books in the home distinguish families from the low and middle class families (Neuman & Celano, 2001).

The reading achievement of students with hearing impairment is being hampered by many factors which undermine their achievement in reading. Hence, the need to examine the relationship among psychological and social factors and their reading achievement. This study therefore, examined the relationship of psychological and social factors as correlates of reading achievement of students with hearing impairment in junior secondary schools in Ibadan, Oyo State, Nigeria.

Statement of the Problem

Reading difficulty is a problem militating against the reading achievement of students with hearing impairment. They have poor reading accompanied with low memory, which has an adverse effect on their reading achievement. Students with hearing impairment perform very low in reading due to lack of linguistic experience. Students with hearing impairment lack this. A lot of psychological and social factors are capable of influencing the reading achievement of students with hearing impairment. They include, student's attitude, self-concept, self-efficacy, parental involvement, teacher-student interaction and parents socio-economic status. Also, learning to read consists of sounding out words but students with hearing impairment may struggle to follow this process. When students with hearing impairment are not encouraged by their parents or teachers to read, their attitude to reading will be poor. This will no doubt affect their reading achievement. There is the need to examine the factors that affect the reading achievement of students with hearing impairment. This study therefore, examined psychosocial factors as correlates of reading achievement of students with hearing impairment in Ibadan, Oyo State, Nigeria.

Research Questions

The following research questions were raised in the study:

1. What is the significant relationship of attitude, self-concept, self-efficacy, parental involvement, teachers-students interaction, parents' socio-economic status and reading achievement of students with hearing impairment?
2. What is the joint contributions of attitude, self-concept, self-efficacy, parental involvement, teachers-students interaction, parents' socio-economic status and reading achievement of students with hearing impairment?
3. What is the relative contributions of attitude, self-concept, self-efficacy, parental involvement, teachers-students interaction, parents' socio-economic status and reading achievement of students with hearing impairment?

Methodology

The descriptive survey research design of correlational type was adopted. This design is considered appropriate because of its merit, suitable for obtaining first-hand information which suits the study of this nature. The population of this study comprised all Secondary School Students with hearing impairment in three secondary schools in Ibadan. The sample comprised 62 male and female students with hearing impairment selected from Methodist Grammar School, Bodija, Ibadan, Ijokodo High School, Ijokodo, Ibadan and Andrew Foster Memorial College, Onireke, Ibadan. The purposive sampling technique was used to select the school and the sample for the study. The instrument used for data collection was a questionnaire tagged Students with Hearing Impairment Reading Achievement Questionnaire (SHIRAQ) ($r=0.82$). Data collected were analysed using Descriptive Statistics of frequency count and percentage and inferential statistics of Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis.

Results

RQ₁: What is the significant relationship between attitude, self-concept, self-efficacy, parental involvement, teachers-students relationship, parents' socio-economic status and reading achievement of students with hearing impairment?

Table 1: Inter-correlation Matrix of independent and dependent variables

Variables	1	2	3	4	5	6
Reading achievement	1					
Attitude (P value)	.984** .000	1				
Self-concept (p value)	.512** .000	.477** .010	1			
Self-efficacy (p value)	.977** .000	.993** .000	.464** .000	1		
Parental Involvement (value)	.367** .003	.347** .006	.382** .002	.371** .003	1	
Teacher-students (p value)	.271** .033	.246 .054	.355** .005	.261** .041	.631** .000	1
Socio-economic status (p value)	.414** .001	.387** .002	.374** .003	.383* .002	.535** .000	.416** .001
Mean	12.15	12.06	11.97	12.21	10.27	10.89
Standard Deviation	4.072	3.958	4.101	3.803	3.441	2.927

Table 1 shows that there was a significant relationship between attitude, self-concept, self-efficacy, parental involvement, teachers-students relationship, parents; socio-economic status and reading achievement of students with hearing impairment. That is, Attitude ($r = .984$, $N = 62$, $p < .05$), Self-Concept ($r = .512$, $N = 62$, $p < .05$), Self-Efficacy ($r = .977$, $N = 62$, $p < .05$), Parental Involvement ($r = .367$, $N = 62$, $p < .05$), Teacher-Students Interaction ($r = .271$, $N = 62$, $p < .05$) and Socio-economic status ($r = .414$, $N = 62$, $p < .05$) have significant relationship with reading achievement of students with hearing impairment.

RQ₂: What is the joint contributions of attitude, self-concept, self-efficacy, parental involvement, teachers-students interaction, parents' socio-economic status to reading achievement of students with hearing impairment?

Table 2: Summary of regression on joint prediction of attitude, self-concept, self-efficacy, parental involvement, teacher-students relationship and parents socio-economic status on reading achievement of students with hearing impairment

R=.985						
R ² =.971						
Adj. R ² =.968						
Std. Error=.730						
Model	Sum of Squares	Df	Mean Square	F	Sig. (p value)	Remark
Regression	982.350	6	163.725			
Residual	29..344	55	0.534	306.875	.000	Sig.
Total	1011.694	61				

In Table shows that there was significant joint contribution of attitude, self-concept, self-efficacy, parental involvement, teachers-students interaction and parents' socio-economic status to reading achievement of students with hearing impairment was significant. The result yielded a coefficient of multiple regression of R=0.985 and R-square of 0.971. The result also revealed that Adjusted R²=0.968; indicating that about 96.8% of variance was accounted for by the independent variables. The significance of the joint contribution was tested at $p < 0.05$ using the F-ratio at the degree of freedom (df-6/61). The table also showed that the multiple regression yielded an F-ratio of 306.875. The result is significant at 0.05 level.

RQ₃: What is the relative contributions of attitude, self-concept, self-efficacy, parental involvement, teachers-students interaction and parents' socio-economic status to reading achievement of students with hearing impairment?

Table 3: Summary of regression on relative contribution of attitude, self-concept, self-efficacy, parental involvement, teachers-students interaction and parents' socio-economic status on reading achievement of students with hearing impairment

Variable	Unstandardized coefficients		Standardized coefficients	t	Sig. (p value)	Remark
	B	Std. Error	Beta (β)			
(Constant)	.671	.435	-	1.543	.129	
Attitude	.968	.218	.941	4.442	.000	Sig.
Self-Concept	.046	.278	.461	3.648	.005	Sig.
Self-Efficacy	.009	.226	.388	2.415	.007	Sig.
Parental Involvement	.001	.399	.254	2.160	.028	Sig.
Teacher-Student Inter	.010	.321	.193	1.308	.029	Sig.
Socio-Economic	.035	.400	.252	1.875	.039	Sig.

Table 3 shows that there was significant relative contribution of the independent variables to the dependent variable, expressed as beta weights. Using the standardized regression coefficient to determine the relative contributions of the independent variables to the dependent variable as indicated on the table, Attitude ($\beta=0.941$, $t=4.442$, $p < 0.05$), Self-concept ($\beta=.461$, $t=3.648$, $p < 0.05$), Self-Efficacy ($\beta=0.388$, $t=2.415$, $p < 0.05$), Parental Involvement ($\beta=0.254$, $t=2.160$, $p < 0.05$), Teachers-students interaction ($\beta=0.193$, $t=1.308$, $p < 0.05$) and parents' socio-economic status ($\beta=0.252$, $t=1.875$, $p < 0.05$) were significant. This implied that, attitude, self-concept, self-efficacy, parental involvement, teachers-students

interaction and parents' socio-economic status had significant relative contribution to reading achievement of students with hearing impairment.

Discussion

The study revealed that there was a significant relationship between attitude, self-concept, self-efficacy, parental involvement, teachers-students interaction, parents' socio-economic status and reading achievement of students with hearing impairment. That is, there is a significant relationship between attitude and reading achievement. The result can be substantiated with the facts of Sani and Zain (2011) which showed that attitude has a positive relationship with reading achievement. Also, there is a significant relationship between self-concept and reading achievement. The result can be substantiated with the fact of Gee (1999), that there is a relationship between self-concept and reading achievement. There is a positive and significant relationship between self-efficacy and reading achievement. The result is in line with the findings of Habibian and Roslan (2014) and Yogurtcu (2012) who obtained a significant relationship between self-efficacy and reading achievement. The correlation between these variables is an indication that the way students thought of, felt about, acted towards, and valued themselves in reading related to their reading achievement.

The finding of the study also showed that the prediction of attitude, self-concept, self-efficacy, parental involvement, teachers-students interaction and parents socio-economic status jointly has an impact on reading achievement of students with hearing impairment. Kirmizi (2011) investigation showed that the prediction of students' comprehension strategies level and attitude in reading plays a significant role. The results can be substantiated with the facts of other researchers. Anderson, Wilson and Fielding (1988) revealed that students who are highly efficacious tend to read extensively which in turn yield a positive result in their reading achievement.

Also, more studies have shown that students who do not do well in reading are those from parents with low economic status, which is an indication that parents' socio-economic status has a great effect on reading achievement of their children. The implication of the result is that parents and teachers should put in more effort towards the reading of students with hearing impairment. The study also revealed that each of the independent variables contributed to reading achievement of students with hearing impairment. There was relative contributions of attitude, self-concept, self-efficacy, parental involvement, teachers-students interaction and parents' socio-economic status to reading achievement of students with hearing impairment. It implies that attitude and parental involvement have significant effect on reading achievement. The result is in line with the findings of Reynolds and Walberg (1992) which shows that attitude has a strong influence on students reading achievement. This shows that attitude plays a vital role in the reading achievement of students with hearing impairment. Also, the result confirmed that of Galindo and Sheldon (2012) which revealed the relative contributions of parental involvement at home and at school to the reading achievement of their children. This implies that parents play a vital role in the reading achievement of their children both at home and at school.

Conclusion

The study had successfully brought to the limelight the influence of attitude, self-concept, self-efficacy, parental involvement, teachers-students interaction and parents' socio-economic status on the reading achievement of students with hearing impairment in secondary schools in Ibadan, Oyo state, Nigeria. Therefore, this study concluded that right attitude, positive self-concept, high self-efficacy, creation of friendly atmosphere by the teacher and maximum parental involvement will influence the achievement of students with hearing impairment.

Recommendations

The following are recommended, based on the findings of the study:

1. The teachers should help students with hearing impairment to develop positive self-concept. This will help them to improve their reading achievement and give them sense of belonging in every school activity including reading.
2. The teachers should also foster a good relationship with the students for in order to improve their reading achievement. The teachers should motive the students with hearing impairment on how to improve their reading.
3. The parents of students with hearing impairment should be adequately involved in the reading activities of their children by providing them with reading materials that are recommended in the school. Also, they should be involved in supervising the reading activities of their children.
4. The students with hearing impairment should be encouraged to have good attitudes towards reading. They should be taught in the school on how to develop good reading habit.

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