

## **PARENTAL CONCERN, SELF-EFFICACY AND SCHOOL ENVIRONMENT AS PREDICTORS OF ACADEMIC ACHIEVEMENT OF ADOLESCENTS WITH HEARING IMPAIRMENT IN LAGOS STATE**

Samuel Olufemi ADENIYI & LAWAL, Kehinde Kamolideen  
Department of Educational Foundations,  
Faculty of Education, University of Lagos,  
Akoka, Lagos. Nigeria.

### **Abstract**

*This study investigated parental concern, self-efficacy and school environment on academic achievement of adolescents with hearing impairment in Lagos State. Descriptive survey research design was adopted for this study. The sample consisted of ninety nine (99) students drawn from Junior and Senior Secondary Schools students in Lagos State. A self-constructed questionnaire tagged “parental concern, self-efficacy and school environment on academic achievement of adolescents with hearing impairment questionnaire (PCOSSAWHIQ)” and Achievement test on English Language extracted from West Africa Examination Council (WAEC) were used for data collection.. Data were analyzed using Pearson Product Moment Correlation and Analysis of Variance (ANOVA). The study revealed that there is significant relationship between parental concern and academic achievement of adolescents with hearing impairment, there is significant relationship between self-efficacy and academic achievement of adolescents with hearing impairment, there is significant relationship between school environment and academic achievement of adolescents with hearing impairment and there is significant joint contribution of parental concern, school environment self-efficacy and gender on academic achievement. Counselling programmes should be organized for adolescents in order to make the adolescents develop high self-efficacy and excel academically. School counsellors should work with other special educators to meet the developmental needs of all adolescent students with the inclusion of special needs.*

*Keywords:* Parental concern, Self-efficacy, School environment, Academic achievement, Adolescence with Hearing Impairment.

### **Introduction**

Adolescence is the transition period between childhood and adulthood (Makinde, 2010). It extends roughly through the entire second decade of life. Growing into adolescence is a gradual process and this has to do with different stages of development. The first stage is the early adolescence, which covers the period of 11-14 years, the second is middle adolescence from 15-18 years, and the third is late adolescence, from 18-21 years and these stages are characterized with patterns of behaviours which have consequences on individuals (Akerele& Peter, 2016). These patterns of behaviour are not only limited to adolescents without special needs. The developmental behaviours are universal not minding degree of mental, physical sensory, emotional and psychological differences.

One of the many goals of special education is to give adolescent students with hearing impairment the opportunity to participate in the least restrictive environment so that they receive as much education as possible with non-disabled students. There are many strategies and models school systems that are used to ensure special education needs students participate within the mainstream classroom setting; however, the inclusion model seems to prove to be the most beneficial in the areas of academic achievement and social interaction. The inclusion model centers on educating adolescent students with hearing impairment in the general education setting along with their non-disabled peers. However, general education teachers do have concerns about teaching students with special needs because of lack of training, perceived time intensive,

and resources that can have a positive impact on academic achievement as well as social interaction among students with hearing impairment (Mark, Lucheia & Amy, 2012).

Understanding the concerns of teachers and parents is essential for effective education of students with special needs (Cai-Lian, 2012). This is necessary because teaching skills and parenting styles have great impact on adolescents' psychosocial development as previous studies on adolescents with special needs have revealed that teaching methodology and parenting styles are correlated with adolescents' self-esteem, and academic achievement (Cai-Lian, 2012).

In addition, having one's academic achievement and meeting one's academic expectations are major supports to adolescents' self-efficacy. High self-efficacy has positive effects and benefits, to adolescents. Students who feel positive about themselves have fewer sleepless nights, succumb less easily to pressures of conformity to peers, are less likely to use drugs and alcohol, are more persistent at difficult tasks, are happier and more sociable and tend to perform better, academically. On the other hand, Students with low self-efficacy tend to be unhappy and less sociable, are more likely to use drugs and alcohol and are more vulnerable to depression, which are all correlated with lower academic achievement (Akerere & Peter, 2016). For learning to be effective and interesting, Byoung-suk (2012) stated that children need safe, healthy and stimulating environment to grow and learn. During the school year, students can spend 6 to 8 hours in the school where the environment plays a significant role in child development. Most of the time is spent in the school yard or travelling to and from school. This condition requires careful planning and designing to optimize experiences that support education. Therefore, the school environment is of paramount importance in shaping and reshaping intellectual ability. However, supportive and favourable school environment enriched with enough learning facilities, and favourable climate make students more comfortable, concentrated on their academic activities that result in high academic performance. A proper and adequate environment is very much necessary for a fruitful learning for the child. The favourable school environment provides the necessary stimulus for learning experiences (Arul, 2012).

Therefore, this study examined the relationship between parental concern, self-efficacy, school environment and academic achievement of adolescents with hearing impairment in Lagos State.

### **Hypotheses**

The following null research hypotheses were raised to give a direction to this study.

1. There is no significant relationship between parental concern and academic achievement of adolescents with hearing impairment
2. There is no significant relationship between self-efficacy and academic achievement of adolescents with hearing impairment
3. There is no significant relationship between school environment and academic achievement of adolescents with hearing impairment
4. There is no significant joint contribution of parental concern, school environment, self-efficacy and gender on academic achievement of adolescents with hearing impairment

### **Methodology**

The descriptive survey research design was adopted for this study. It was considered appropriate because of the nature of the research which involves collection of data from existing variables without manipulation. The target population for this study comprised Junior and Senior Secondary School students with hearing

impairment in Lagos state, Nigeria. The Purposive sampling technique was used to select a total number of ninety nine (99) students with hearing impairment were selected. The age ranged between 15 and 19. However, the Population was limited to adolescent students with hearing impairment from J.S.S 2 to S.S.2. The self-designed structured questionnaire titled “Parental Concern, Self-efficacy and School Environment on Academic Achievement of Adolescents with Hearing Impairment Questionnaire (PCOSSAWHIQ)” and Achievement test on English Language were used for the collection of data from the respondents. The instrument was divided into three (3) parts; part ‘A’, part ‘B’ and part ‘C’. Part ‘A’ contained the bio-data of the respondents such as Sex, Age, School, Religion and Class. Then Part ‘B’ which consisted of thirty (30) items on Parental Concern, Self-efficacy and School Environment. The response format was in form of a 4-point Likert Scale ranging from Strongly Agree (S.A), Agree (A), Disagree (D) and Strongly Disagree (S.D). There was also a sub-section in part “B” which was used to rate the facilities in the school. The ratings were “Adequate, Inadequate and Not Available”. While part ‘C’ contained the self-constructed achievement test on English Language adopted from West Africa Examination Council (WAEC) which comprised 20 questions to measure the students’ level of academic success. Twenty copies of the questionnaire and achievement test were administered to different students asides from the main participants in different schools for pilot study through test-retest reliability method in which 0.79 and 0.72 were resulted. The data collected from the selected respondents were analyzed by using Pearson Product Moment Correlation and Analysis of Variance (ANOVA) statistical tools at 0.05 level of significance.

## Results

### Hypotheses Testing

**Hypothesis one:** parental concern will not significantly relate to academic achievement of adolescents with hearing impairment. The Pearson Product Moment Correlation Coefficient statistical method was employed to analyse the data. The result of the analysis is presented in Table 1.

**Table 1:** Relationship between Parental Concern and Academic Achievement of Adolescents with Hearing Impairment

Variable	N	Mean	SD	DF	r-cal	r-crit	Remarks
Parental Concern	99	28.26	4.98	97	0.49	0.21	reject
Academic Achievement	99	5.87	2.57				

Level of significance= 0.05

Table 1 shows that a calculated r- value of 0.49 resulted as the relationship between parental concern and academic achievement of adolescents with hearing impairment. This calculated r- value is significant since it is higher than the critical r- value of 0.21 given 97 degrees of freedom at 0.05 level of significance. Consequently, the null hypothesis which states that, there is no significant relationship between parental concern and academic achievement of adolescents with hearing impairment was rejected.

**Hypothesis Two:** There is no significant relationship between self-efficacy and academic achievement of adolescents with hearing impairment. The Pearson Product Moment Correlation Coefficient statistical method was also employed to analyse the data. The result of the analysis is presented in Table 2.

**Table 2:** Relationship between Self-efficacy and Academic Achievement of Adolescents with Hearing Impairment.

Variable	N	Mean	SD	DF	r-cal	r-crit	Remarks
Self-Efficacy	99	28.45	4.5	97	0.39	0.21	reject
Academic Achievement	99	5.87	2.57				

Level of significance=0.05

The table above shows that a calculated r- value of 0.39 resulted as the relationship between self-efficacy and academic achievement of adolescents with hearing impairment. This calculated r- value is significant since it is higher than the critical r- value of 0.21 given 97 degrees of freedom at 0.05 level of significance. Consequently, the null hypothesis which states that, there is no significant relationship between self-efficacy and academic achievement of adolescents with hearing impairment was rejected.

**Hypothesis Three:** There is no significant relationship between school environment and academic achievement of adolescents with hearing impairment. The Pearson Product Moment Correlation Coefficient statistical method was employed to analyse the data. The result of the analysis is presented in Table 3.

**Table 3:** Relationship between School Environment and Academic Achievement of Adolescents with Hearing Impairment.

Variable	N	Mean	SD	DF	r-cal	r-crit	Remarks
School Environment	99	24.02	3.58	97	0.56	0.21	reject
Academic Achievement	99	5.87	2.57				

Level of significance=0.05

Table 3 shows that a calculated r- value of 0.56 resulted as the relationship between school environment and academic achievement of adolescents with hearing impairment. This calculated r- value is significant since it is higher than the critical r- value of 0.21 given 97 degrees of freedom at 0.05 level of significance. Consequently, the null hypothesis which states that, there is no significant relationship between school environment and academic achievement of adolescents with hearing impairment was rejected.

**Hypothesis four:** There is no significant joint contribution of parental concern, school environment, self-efficacy and gender on academic achievement. The Multiple Regression Analysis was employed to analyse the data. The results of the analysis are presented in Table 4, 5 and 6.

**Table 4:** Model Summary of Regression of Joint Contribution of Parental Concern, School Environment, Self-Efficacy and Gender on Academic Achievement.

Model Summary			
Model	R	R Square	Adjusted R Square
1	.586 <sup>a</sup>	.343	.315

a. Predictors: (Constant), School Environment , Self-Efficacy, Gender, Parental Concern

Table 4 shows that the R-value of 58.6% resulted as a measure of the quality of prediction of the academic achievement. In addition, the proportion of variance in academic achievement in English Language as explained by parental concern, school environment, self-efficacy and gender is 3.43%.

**Table 5:** Analysis of Variance (ANOVA) of Regression Model

Model		Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	221.912	4	55.478	12.259	.000 <sup>b</sup>
	Residual	425.381	94	4.525		
	Total	647.293	98			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), School Environment , Self-Efficacy, Gender, Parental Concern

(Fcal = 0.171; Fcritical (4, 94) = 1.641;  $p > 0.05$ )

Figures from Table 5 show that F-ratio of 12.259 resulted as the overall regression model. The F-value of 12.259 is greater than the critical value of 2.48, given 4 and 94 degrees of freedom at 0.05 level of significance. Thus, the null hypothesis was rejected. This implies there is significant joint contribution of parental concern, school environment, self-efficacy and gender on academic achievement.

**Table 6:** Coefficients of Variables

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-3.814	2.056		-1.855	.067
	Gender	1.254	.462	.245	2.715	.008
	Parental Concern	.173	.050	.336	3.496	.001
	Self-Efficacy	.111	.053	.194	2.093	.039
	School Environment	-.012	.061	-.017	-.200	.842

a. Dependent Variable: Academic Achievement

Table 6 shows how much the Academic Achievement varies with the Gender (.245), Parental Concern (.336), Self-Efficacy (.194) and School Environment (-.017) when other variables are held constant. For each change to Academic Achievement, there is a positive change of .245 in Gender, .336 in Parental Concern, .194 in Self-Efficacy. However, Academic Achievement inversely varied with School Environment (-0.017). Furthermore, Gender ( $t = 0.008$ ;  $p < 0.05$ ), Parental Concern ( $t = 0.001$ ;  $p < 0.05$ ) and Self-Efficacy ( $t = 0.039$ ;  $p < 0.05$ ) have significant positive effect on Academic Achievement. Unlike School Environment ( $t = 0.842$ ;  $p > 0.05$ ) which was not significantly related to Academic Achievement.

### Discussion of findings

From the findings, it was revealed that there is significant relationship between parental concern and academic achievement of adolescents with hearing impairment. The implication is that, the parents of these adolescents with hearing impairment have much concern for their children, they are concerned about the

safety in school, with peers and how they would attain academic excellence. The result was in line with the study carried out by Cai-Lian (2012) who researched on parenting style and self-efficacy of adolescents, the result revealed that parental concerns have great impact on adolescents' academic achievement.

This result was also in line with the findings of Taub (2015) who reported that, Parents of children with disabilities have concerns for the contents of the information being presented to their children the manner in which it is presented. Among these concerns may be accuracy of the information presented, potential violations of the child's privacy, whether the focus is on what the child cannot do versus what the child can, and whether emotions such as pity are likely to be evoked.

The findings revealed that there is significant relationship between self-efficacy and academic achievement of adolescents with hearing impairment. Thus, the result was in agreement with the findings of Galyon, Blondin, Yaw, Nalls, and Williams (2012); Richardson, Bond, and Abraham (2012) who found that self-efficacy and academic achievement were positively and moderately correlated and also that self-efficacy was a significant and moderately positive predictor of academic achievement. Similarly, the result is also in line with the findings of Caprara et al. (2008) who found that high Self-efficacy levels among junior high school students contributed to their academic achievement. The result is also in line with the findings of Boswell (2012) who found that, it is perhaps self-efficacy is inversely and moderately predict academic achievement among students with disabilities. Similarly, Aguayo, Ojeda, Herman and Flores (2011) found that, self-efficacy moderately predicted academic achievement among students with disabilities.

The findings further revealed that there is significant relationship between school environment and academic achievement of adolescents with hearing impairment. Hence, the result was in line with the findings of Byoung-suk (2012) who stated that children need safe, healthy and stimulating environment in which to grow and learn. During the school year, students can spend 6 to 8 hours at the school where the environment plays a significant role in child development. He revealed further that, the school environment is of paramount importance in shaping and reshaping intellectual ability. Supportive and favourable school environment enriched with enough learning facilities, and favourable climate make students more comfortable, more concentrated on their academic activities that resulted in high academic performance. Similarly, the result is in line with the findings of Sunday (2012) who also revealed that, there is a significant relationship between physical school environment and students' academic achievement.

The findings further showed that there is significant joint contribution of gender, parental concern and self-efficacy on academic achievement. Though, the school environment was not significantly related to academic achievement. Hence, this finding is in agreement with the result of research conducted by Cai-Lian (2012) who found that gender, parental concern, self-efficacy and gender have great impact on adolescents' academic achievement.

## **Conclusion**

This study focused on parental concern, self-efficacy and school environment as predictors of academic achievement of adolescents with hearing impairment. The findings from this study revealed that, there is significant relationship between parental concern on academic achievement of adolescents with hearing impairment, there is significant relationship between self-efficacy and academic achievement of adolescents with hearing impairment. there is significant relationship between school environment and academic achievement of adolescents with hearing impairment. Furthermore, it was observed that there is no significant

joint contribution of parental concern, school environment, self- efficacy and gender on academic achievement.

The counselling implication of these findings is that, Regular counselling programmes should be organized for this category of adolescents, guardians and parents by the school counsellors in order to make the adolescents develop high self-efficacy and excel academically with the inclusion of special needs.

### **Counselling Implications**

In view of the findings, the following counselling implications were pointed out by the researcher:

- Unceasing counseling programmes should be organized for this category of adolescents, guardians and parents by the school counsellors in order to make the adolescents develop high self-efficacy and excel academically.
- School counsellors should work with other Special educators to meet the developmental needs of all adolescent students with the inclusion of special needs
- Regular counselling sessions should be carried out by the school counsellors for adolescents with hearing impairment both in private and senior secondary schools to make them unleash their potentials rather than dwelling in their disabilities.
- The school counsellors of these adolescents should provide all that requires, making them to achieve academic excellence.
- The school teachers and other staff including the counsellors should make school environment conducive enough for adolescents with hearing impairment to attain academic excellence.

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