SOME ANTISOCIAL VARIABLES ON ACADEMIC PERFORMANCE OF ELEMENTARY SCHOOL PUPILS WITH HEARING IMPAIRMENT AND ARTICULATION DISORDERS IN LAGOS STATE, NIGERIA

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ABSTRACT

Introduction: Developing expressive language skills requires extensive and additional care to guarantee a worthy collection of words, to acquire attentive listening skills, to speak confidently and clearly. Speaking is an important communication skill significant and fundamental to children's intellectual, social, and emotional development.

Purpose: The study purposely examined some antisocial variables on academic performance of elementary school pupils with hearing impairment and articulation disorders in Lagos State.

Methodology: The study adopted survey design in which 120 elementary pupils from twelve government primary schools across all three senatorial district in Lagos state. The instruments that were used for the study were adapted scales and formulated questionnaire with internal consistency 0.78. Four research hypotheses were formulated. These were tested statistically through the use of chi-square statistical methods.

Result: The study revealed that there is significant influence of antisocial variables (self esteem and truancy) on academic performance of elementary school pupils with articulation disorder in Lagos State. The study also revealed that there is a significant influence of self esteem on academic performance of elementary school pupils with articulation disorders.

Conclusion and Recommendations: Based on these findings, it was recommended among others that teachers, parents or legal custodians should be mindful of the effects that articulation disorder wields over self-esteem which is the incentive for success, continue stay in school and academic performance.

Keywords: Articulation disorder, self esteem, academic performance, senatorial district in Lagos state, expressive language skills, communication


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PUBLIC INTEREST STATEMENT

The findings of this research study will be useful and will be of great help in determining the incidence, pattern, and psychosocial impact of articulation disorders on the academic performance of hearing-impaired elementary school pupils in Nigeria. The findings will also be helpful for hearing impaired pupils with an articulation disorder, parents, education planners, decision-making bodies, and policy makers and other actors in the education of elementary school pupils to help them find a solution to some antisocial problems like low self esteem and truancy noticeably common among hearing impaired with articulation disorders in Lagos State.

INTRODUCTION

Academic performance is a concern, and that is why scholars are trying to unravel the factors that hinder it. This phenomenon has been termed with various terms by academics, parents, policy makers, and planners in various literatures (MeenuDev, 2016, Dimbisso 2009, Aremu & Sokan, 2003, Osiki 2001). For example, Adeyemo (2001), Galbraith and Alexander, (2011) stated that the primary goal of schools is the academic excellence of learners. As a result, the school performance is the Learners and children’s excellent academic performance, which often met the anticipations of parents and virtually everyone involved in education. In school research, the emphasis as stated by MeenuDev (2016) was placed on several success indicators and high expectations of the learning ability of all learners. Academic performance according to Dimbisso (2009) is a vibrant and attainable task in an innocuous and systematic environment and the reverential behavior of learners and employees. On the other hand, student performance appeared to be below the projected minimum learning standard and basic skills and prerequisites in Nigerian primary schools.

Hearing sounds and words helps children learn to talk and understand. A child with hearing loss misses out on these sounds. This can cause problems with speaking, reading, school success, and social skills. Speech and language complications are perceived as risk factors for academic performance. Speech disorders are persistent difficulties linked to the attainment and usage of the language across modalities (signed, verbal, or printed.) due to discrepancies in intellectual capacity or creation. Speech and language disorders are divided into three main categories. The first and most common are articulation disorders (Fred, 2011) are connected to the cohort of incorrect speech sounds and sound combinations that could be inaccurate, inappropriate, replaced, or added as additional noise. Occasionally, articulation disorders are a result of neurogenic disorders and dysarthria (Fred, 2011).

The second group of classification of disturbances is impaired speech, called stuttering or stuttering, repetition of sounds, syllables, words or phrases, sound extensions; atypical pauses (hesitation), word substitution; and use of Word fillers which are characterized by dysfluent behaviour. The third classification group is language impairment, known as linguistic disability or incorrect symbolization, which indicates disturbances in the expression of thought through verbal language and intellectual ability. These classifications involve innumerable disorders that range from delayed /deviating speech development to neurogenic disorders called aphasia (Fred, 2011). Common language acquisition is determined by the growth process and the "language readiness period". It varies from delivery to the age of five when the child advances in cultivating cumulative language as a communication method, trying to learn many of the vocalized parts of speech in the first weeks of life. Collins (2010) submitted that hearing loss in children can lead to: delayed speech and language skills, learning problems in school, feeling bad about themselves and
having trouble making friends. Articulation disorder is known by articulation errors and manifests itself as omissions, distraction, substitution, addition and or speech sounds. As a result, articulation as a multifaceted language difficulty continuously impacted the victim’s ability to communicate perfectly. As a result, articulation disorders are complex states that affect communication skills. These areas prevent improper pronunciation of words and make them entirely incapable of speaking or understanding the language. According to Secord, Boyce, Donahue, Fox and Shine (2007), articulation disorders are demanding in generating speech sounds or complications in speech quality. In the same way, articulation disorders are a deficiency in voice, language, and language skills. Articulation disorders are divided into two vital groups, phonetic, which characterize the problems in forming sounds of the alphabet and phonological difficulties in distinguishing sounds in spoken language.

Articulation disorders are speech disorders, since some speech sounds are not formed, not amply produced, or not pronounced correctly (Institute of Education Sciences, 2010). Articulation disorders result from a physical inability to make noise through the use of the lips, tongue, teeth, palate, and even airways, as well as facial nerves and muscles. The mistakes made by children with articulation disorders traditionally belong to these four categories. For example, omissions in certain sounds that are not generated in whole syllables or sound classes can be deleted, for example, “f” for fish or “at” in place of cat additions (or commissions). Such as additional sounds or sounds different from the proposed distortion of words which had slightly improved so that the intended sound could be acknowledged but sounds “wrong” or does not sound like a sound in speech. The unique recognized pattern of misrepresentation is lisping and replacing: a sound or two are replaced by another, For example, “Wabbit” instead of “rabbit” or “tow” instead of “cow” (Nwosu, 2015).

Articulation disorders can therefore be viewed as a disruption in the stream or cadence of speech, for example, how sounds are formed. This indicated that elementary school students with articulation disorders could have ongoing difficulties gaining academic and linguistic competence and negotiating social recognition among their peers at school. It focusses on how children’s education and social development with articulation disorders would be a nerve-wracking experience. It can thus be seen that this development phenomenon is essentially characterized by overwhelming feelings of sadness, hopelessness, isolation, withdrawal and worry (Okoeye, Ohizu & Adediran, 2011). Transiting through the period of articulation disorder could be aggravating for children. However, the child’s aptitude at understanding spoken language does not affect their language disorders. Language disorders can lead to complications related to the communication of language components, and sometimes it is not easy to understand what the child has to do with them. The inability to express themselves in correct verbal language has an emotional impact on the ability to commence conversations and their efficient responses.

Articulation is a significant component in the communication process and concerning others. Aremu, Afolabi, Alabi and Elemukan (2011) reported that hearing impaired children identified with an articulation disorder are most unlikely to make friends and partake in school activities. Such children prefer to be alone and cannot enjoy associating with others. They might as well be nervous or even aloof and fortified. Children with hearing loss cannot hear sounds well. They may have problems speaking clearly. Aremu et al. (2011) also are of the opinion that they may not use sounds such as s, sh, f, t, or k. (These are quiet sounds that are hard to hear). Not hearing their own voices when they speak. They may be too loud or too soft. They may speak in a high pitch. People may think that they mumble or sound different. Other children sometimes

mock them over their articulation disorders. At the beginning of school, some children with articulation disorders face reading difficulties. It could leads to recurring absenteeism, a sense of ineffectiveness, undesired grades, and poor self-esteem. These children can also show problematic behaviours to connect with others. Furthermore, their struggle with the correct articulation of words could lead to violent behaviour, disruption, and social withdrawal due to low self-esteem.

Self-esteem is a significant influence that has an emotional impact on the academic performance of an individual more than other causal factors, like stress, including children with articulation disorders (Rosli, Othman, Ishak, Lubis, Saat & Omar, 2011). Stacey (2017) established that hearing loss can make it harder to talk with others. Children with hearing loss-induced articulation disorder may not want to talk or play with other kids, they may feel alone and like they have no friends, or they may be unhappy in school. The consequence of self-esteem is occasionally overstated to such a level that low self-esteem is shown as the source of all malevolent actions, while high self-esteem is seen as the source of every Worthy effort. However, self-esteem and academic performance are connected with an enduring influence on each other. High self-esteem plays a significant part in the pupils social, personal and school performance. Gunther and Hardvast (2010) submitted that self-esteem regulates the behaviour of individuals. Low self-esteem could end in increased regular absence from school. Unsuccessful students that showed some antisocial variables including those with articulation disorder showed a higher degree of fear and low self-esteem (Ali and Moshin, 2013). Truancy is another antisocial variable related to the academic performance of students with articulation disorders. Collins (2010) refers to the tails about students enrolled in a school but do not go to school when they should. This involved the absence from class. Dawn (2015) described the school tails as one situation where a student is not present without convincing reasons. This expanded the description by including various students who miss a particular class or even an entire school day on one occasion in their academic life.

Truancy is a problem that negatively affects the ambitions and perspectives of elementary school children in many ways. Pregnancy studies did not focus on the characteristics and involvement leading to chronic absences such as articulation disorders. Children with hearing loss have trouble at school. According to Dawn, (2015) Reading and math may be the hardest for them. Some facts about hearing loss and school success include: children with mild to moderate hearing loss may fall one to four grade levels behind without help; children with more severe hearing loss may not learn past the third or fourth grade level. School support will help them do better; children with hearing loss do not do as well as children with normal hearing. The gap between them grows over time; and children with hearing loss will do better at school if they get help early. This includes support at home from parents and families.

However, MeenuDev (2016) quoted from Hartford’s Truancy Court Prevention Project (TCP) (2004) discoveries from the first two years indicated a connection between invisible educational needs and high absenteeism. Again, and again school records showed timely signs of future academic problems, which unfortunately seldom led to a closer look. The incidence of articulation disorders in children varies by gender, as studies have shown that they were more prevalent in males than in females (Stacey, 2017). Stridevi (2013) also discovered that articulation disorders affected speech sound production, and slight articulation problems associated a partial amount of speech sounds with severe, varied phonological diseases that resulted in multiple errors in the generation of speech sounds and decreased intelligibility.

An additional report indicated that articulation disorders are highest in preschool pupils and that the disease seems


The research carried out by Fred (2011) show that 70% of children with hearing impairments delayed their language and language skills considerably. 79% of language disorder children suffer from explicit language disorders (Somefun et al., 2006). Aremu, Afolabi, Alabi, and Elemunkan (2011) used 146 children and adults referred to the University of Ilorin's teaching hospital in north-central Nigeria for speech and language therapy in their study to determine the language complications among school-aged children. More than half (58%) were diagnosed with deaf-mutism, which was considered incapable of speaking fluently. 21% were identified with late speech development, 14% had blurred speech pathology, approximately 13% had impaired speech, 3% stammered/stuttered, and 1% had aphasia. Nwosu (2015) examined neurological disorders of about 965 participants over three years (1985-1987). About 8.3% had speech disorders. However, this degree of frequency of articulation cannot be generalized.

Elementary school pupils with articulation disorders may not be able to say what they want. They may learn concrete words; however, they may have difficulty with abstract words and have difficulty understanding the different meanings of a word. Hearing impaired elementary school pupils with articulation disorders appear to face many challenges, especially those related to some antisocial variables, and if nothing is done to correct these anomalies, these pupils face the hazard of recording persistent failure in their academic pursuit. These young burgeoning pupils with articulation disorder have great difficulty developing positive learning habits. Through some existing literature, the influence of stuttering, speech disorders, and communication disorders on academic success is adequately documented.

However, there is an absence of investigation into articulation disorders and the presence of some antisocial variables associated with primary school pupils’ performance in Nigeria. A significant purpose for this absence could be the collective belief among stakeholders and parents that most of these students are in their developmental stage. That teaching experience focuses on the essentials of articulation, which would have a progressive effect on their academic performance. At the same time, more time was spent correcting articulation errors at the expense of the notable antisocial variables like low self esteem and truancy among others which
cumulatively affect their academic performance negatively. Pupils with articulation disorders are often faced with circumstances that affect their social well-being. Similarly, they most often do not experience a lack of warmth, empathy, and social acceptance among their peers. As a result, pupils with articulation disorders have a low tendency to tolerate frustration, aggression and low self-esteem, academic anxiety, truancy, and early school leavers. Essentially, complications that affect the Articulation of words negatively affect the student’s ability to understand oral information, connect his ideas with others, and effectively participate in classroom and outside classroom social activities. Therefore, the study examined some antisocial variables on academic performance of hearing impaired elementary school pupils with articulation disorder in Lagos State.

**PURPOSE OF THE STUDY**

The study:

1. determine the relative contribution of antisocial variables (self esteem and truancy) to the academic performance of hearing impaired elementary school pupils with articulation disorder in Lagos State.

2. evaluate the contribution of self esteem on academic performance of hearing impaired elementary school pupils with articulation disorder in Lagos State.

3. evaluate the contribution of truancy on academic performance of hearing impaired elementary school pupils with articulation disorder in Lagos State.

4. determine the contribution of gender on academic performance of hearing impaired elementary school pupils with articulation disorder in Lagos State.

**HYPOTHESES**

1. There is no significant influence of the relative contribution of antisocial variables (self esteem and truancy) on academic performance of elementary school pupils with articulation disorder in Lagos State.

2. There is no significant influence of self esteem on academic performance of elementary school pupils with articulation disorder in Lagos State.

3. There is no significant relationship between truancy and academic performance of elementary school pupils with articulation disorder in Lagos State.

4. There is no significant relationship between the academic performance of male and female elementary school pupils with articulation disorder in Lagos State.

**METHODOLOGY**

**Design**

The research design for this study was a survey design. The research was designed in such a way that it captures the true situation on ground and also permits a clear interpretation of result and findings. A field survey was conducted by the researcher.

**Population and Sample**

The population of this study comprised all public elementary school pupils in Lagos State. There are three senatorial districts in Lagos State and this study covered all the three. The three senatorial districts were Lagos West, Lagos East and Lagos Central. A total of twelve public elementary schools were purposively selected (four from each 3 senatorial districts). Simple random sampling was used to select one hundred and twenty (120), class basic 4-6 with articulation disorder from the sampled schools having identified meeting the inclusion/exclusion criteria.

**Instrument for Data Collection**

The instruments that were used for the study were Articulation Disorder Scale, Self Esteem Scale, Truancy scale and Performance Motivation scale.
articulation proficiency scale propounded by Fudala (1963) is projected to make available an independent measure of children's ability to express themselves between 1 and 18. It involves three segments: a section of impulsive language, a transitory evaluation of the children's overall language abilities, and an assessment of verbal cognitive skills. The test includes 24 consonants in the beginning and end position, several /s/ /, /l/ and /r/ clusters as well as 20 vowels and diphthongs. Children must identify 42 picture cards. The grades are in percentages and standardized scores with internal consistency of 0.92. The Rosenberg self-esteem instrument (1993) was used and anchored based on the four Likert points and shows an internal consistency of 0.78. The truancy scale was adapted questionnaire to measure the impact truancy and early drop out of school had on academic performance while performance motivation scale developed by Kaplan (1992) was used to measure performance motivation based on the four Likert points with a Cronbach alpha coefficient of 0.93.

**Methods for Data Analysis**

The data obtained was analyzed with the use of chi-square method ($X^2$) to test the research hypotheses at 0.05 level of significance.

**RESULTS**

**Hypothesis 1:** There is no significant influence of the relative contribution of antisocial variables (self esteem and truancy) on academic performance of hearing impaired elementary school pupils with articulation disorder in Lagos State.

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>DF</th>
<th>Calculated $t$-value</th>
<th>Critical $t$-value</th>
<th>Analysis Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreed</td>
<td>99</td>
<td>4</td>
<td>5.61</td>
<td>9.488</td>
<td>Significant</td>
</tr>
<tr>
<td>Disagreed</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degree of freedom= 4 and level of significance = 0.05.

From the Chi-square table above, it was revealed that the calculated $t$-value of 5.61 is lesser than (>) the critical $t$-value of 9.488 at 0.05 level of significance. Therefore, the null hypothesis ($H_0$) is rejected while the alternative hypotheses ($H_1$) is accepted. Then, it can be concluded that there is significant influence of antisocial variables (self esteem and truancy) on academic performance of elementary school pupils with articulation disorder in Lagos State.

**Hypothesis 2:** There is no significant influence of self esteem on academic performance of hearing impaired elementary school pupils with articulation disorder in Lagos State.

Table 2: Chi-Square Table Showing the influence of self esteem on academic performance of hearing impaired elementary school pupils with articulation disorders

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>DF</th>
<th>Calculated t-value</th>
<th>Critical t-value</th>
<th>Analysis Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreed</td>
<td>87</td>
<td>4</td>
<td>38.52</td>
<td>9.488</td>
<td>Significant</td>
</tr>
<tr>
<td>Disagreed</td>
<td>33</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degree of freedom = 4 and level of significance = 0.05.

From the Chi-square table above, it was revealed that the calculated t-value of 38.52 is greater than (> the critical t-value of 9.488 at 0.05 level of significance. Therefore, the null hypothesis (H₀) is rejected while the alternative hypotheses (H₁) is accepted. Then, it can be concluded that there is a significant influence of self esteem on academic performance of elementary school pupils with articulation disorder.

**Hypothesis 3:** There is no significant relationship between truancy and academic performance of hearing impaired elementary school pupils with articulation disorder in Lagos State.

Table 3: Chi-Square Table Showing the Relationship between truancy and academic performance of hearing impaired elementary school pupils with articulation disorder.

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>DF</th>
<th>Calculated t-value</th>
<th>Critical t-value</th>
<th>Analysis Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreed</td>
<td>50</td>
<td>4</td>
<td>142.01</td>
<td>9.488</td>
<td>Significant</td>
</tr>
<tr>
<td>Disagreed</td>
<td>70</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degree of freedom = 4 and level of significance = 0.05.

From the Chi-square table above, it was revealed that the calculated t-value of 142.01 is greater than (> the critical t-value of 9.488 at 0.05 level of significance. Therefore, the null hypothesis (H₀) is rejected while the alternative hypotheses (H₁) is accepted. Then, it can be concluded that there is a significant relationship between truancy and academic performance of elementary school pupils with articulation disorder.

**Hypothesis 4:** There is no significant relationship between the academic performance of male and female hearing impaired elementary school pupils with articulation disorder in Lagos State.

Table 4: Chi-Square Table Showing the Relationship in academic performance of male and female hearing impaired elementary school pupils with articulation disorder.

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>DF</th>
<th>Calculated t-value</th>
<th>Critical t-value</th>
<th>Analysis Result</th>
</tr>
</thead>
<tbody>
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<td>178.002</td>
<td>9.488</td>
<td>Significant</td>
</tr>
<tr>
<td>Disagreed</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degree of freedom= 4 and level of significance = 0.05.

From the Chi-square table above, it was revealed that the calculated t-value of 178.02 is greater than (>) the critical t-value of 9.488 at 0.05 level of significance. Therefore, the null hypothesis (H₀) is rejected while the alternative hypotheses (H₁) is accepted. Then, it can be concluded that there is significant relationship in academic performance of male and female elementary school pupils with articulation disorders.

DISCUSSIONS

The study revealed that there is significant influence of antisocial variables (self esteem and truancy) on academic performance of elementary school pupils with articulation disorder in Lagos State. These findings are consistent with Falore (2021), Das, Halder, and Mishra (2014)’s finding that children with articulation disorders perform lower than expected. They have trouble reading, comprehending, and expressing language, are easily misunderstood, avoid school, and perform poorly on tests due to difficulties reading, comprehending, and expressing language. In the same way, Nwosu (2015) shared that articulation disorders can impact both communication and understanding (receptive language). The presence of language disorders can jeopardize the academic, social, and communication success of these students. Furthermore, according to Novom (2017), children with speech and language disorders are more likely to perform poorly in classroom and social activities; spend valuable time outside of school and may eventually drop out altogether.

The study also revealed that there is a significant influence of self esteem on academic performance of elementary school pupils with articulation disorder. Multz, Brown, and Lent (2007) discovered that self-esteem is related to academic performance and accounts for 13.5 percent of the difference in academic performance. According to Falore, (2021), Baumeister, Campbell, Krueger, and Vohs (2003), self-esteem has become a simple word. Most persons with high self-esteem exaggerate their achievements and positive characteristics. In addition, in line with previous studies such as Vitasari, Wahab, Othman, Herawan, and Sinnadurai (2010), they concluded that there is a link between self-esteem and poor academic performance. Several studies suggest that self esteem adversely affects students’ academic performance (Jain (2012, Ugwuanyi, 2012, Nadeem, Ali, Maqbool, and Zaidi (2012).

Also, the study revealed that there is significant relationship between truancy and academic performance of elementary school pupils with articulation disorder. Class attendance positively impacts students' academic achievements; thus, a mandatory attendance policy is important in accelerating academic success (Lukkarinen, Koivukangas & Seppälä, 2016). This study is similar with Falore (2021) and Geo-opal (2003)’s findings, which found that truant children are more...
likely to drop out of school since education has no significance. Baga (2013) found that truancy impacted dropout in Ukum secondary schools, while Heilbrunn (2007) found that truancy is linked to student dropout. The findings support Fred (2011) and Oguvbu (2010)’s assertions that absenteeism can lead to low academic performance, the loss of friends and parties, and classroom disruption.

Study revealed that there is significant relationship in academic performance of male and female elementary school pupils with articulation disorder. In agreement with the findings above, McCormack, Harrison L.J, McLeod and McAllister, (2011) reported that about 13.0% of the 14,514 speech and language/communication defects primary and college students that were considered having articulation disorder by their teachers were male while just 1.98% were female.

CONCLUSION
The study found that an articulation disorder significantly influences self-esteem, motivation for success, and academic performance in pupils with articulation disorder/problems in primary school in Lagos state. Therefore, it is very important to rehabilitate these affected pupils to eliminate the persistence of the students’ low self-esteem, poor motivation for success, and poor academic performance. Overall, this study concluded that the pupils’ articulation disorder heavily influenced self-esteem, truancy, dropout, and academic performance. This means that a profound articulation disorder undoubtedly adversely affects self-esteem, motivation for success and academic results. Implicitly, self-esteem, truancy and academic performance can be improved through practical efforts to reduce the severity of articulation disorders in the school system. This can be done with the help of teachers and other students by showing the correct use of organs to create sounds. A correct evaluation of oral and printed language skills in children with a culturally and linguistically different background should not be determined exclusively by using standardized and referenced test procedures.

RECOMMENDATIONS
Based on the findings of the study, the following recommendations are made:
1. Teachers, parents or legal custodians should be mindful of the effects that articulation disorder wields over self-esteem which is the incentive for success, continue stay in school and academic performance.
2. Teachers need to informed the parents and vice versa in time when notices some antisocial behaviours like low self esteem and truancy exhibited before the school performance of the pupils are affected. This will help identify students' problems earlier and provide them with appropriate solutions.
3. Special educators and school counsellors should increase their efforts to organize seminars/conferences on the effect of articulation disorder from time to time, as they affect self-esteem, regular attendance of elementary school pupils with articulation disorder, and academic performance.
4. Students with articulation disorders should be placed in a convenient position to see how the teacher pronounced some vowels and consonant letters during the class session.
5. Teachers should not shout at the pupils with articulation disorder when they mispronounced some letters or speak, the rest of the class should help instead of joking but they should encourage them so as to boost their courage to speak and contribute to class discussion and improve class and school attendance.

Conflicts of Interest: The authors declared no conflicts of interest.

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Authorship and Level of Contribution:
Akangbe Taiwo Monsuru drafted and proof read the introduction, he also proof read the manuscript
Osatuyi Olukorede Odujio developed the research instrument and also proofread the manuscript
Lala Abolaji Jolaade shared and collected the data used in the study and, Babarinde Adelayo Christiana analyzed the data and prepared the results

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