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PARENTAL SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT OF LEARNERS WITH HEARING IMPAIRMENT IN BIOLOGY IN SELECTED SCHOOLS IN LAGOS STATE, NIGERIA

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ABSTRACT

INTRODUCTION: This research work was carried out to investigate parental socioeconomic status as a determinant of academic achievement of learners with hearing impairment in biology of some selected schools in Lagos state.

PURPOSE: The study identified the influence of the educational background, occupation, and income of parents on the academic achievement of learners with hearing impairment in biology.

DESIGN: Quantitative research method using descriptive design was used to determine the influence of parental socio-economic status on the academic achievement of learners with hearing impairment in Biology. The population for the study constitute all learners in selected special schools in Lagos state. The total population of the study is 200 learners with hearing impairment. A simple random sample which employed the hat and draw technique was used to select ten (10) males and ten (10) female learners with hearing impairment from each selected school which amount to total number of sixty (60) learners with hearing impairment. A self-designed questionnaire titled "Parental Socio-Economic Status as determinants of Academic Achievement" (PSAA) was used with mean and standard deviation to analyze data.

RESULTS: Findings from the study revealed that learners' academic achievement in Biology is influenced by parental level of education, income and occupation. It was also concluded that there is a direct relationship between parental financial and human capital on the successful learning experience of learners and their academic success in biology.

RECOMMENDATIONS: The results notwithstanding, authors recommended among others that Government, multinational companies and public spirited individuals should be able to identify and support intelligent Learners with hearing impairment from low-income parents with a view to boosting their academic achievement.

Keywords: Academic Achievement, Biology, Socio Economic status, Learners with Hearing Impairment



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PUBLIC INTEREST STATEMENT

The study will be beneficial to parents of learners with hearing impairment, school administrators and Policy makers alike. To parents of learners with hearing impairment; the study would guide parents in using the suggested measures to help improve the performance of their children. To school administrators; they can push for reforms with legislators and the Ministry of Education to implement strategies to make all learners with hearing impairment improve their achievement in Biology. To policy makers; the findings of the study may be useful in formulating clear policy guidelines on incorporating teaching and learning strategies to enable learners with hearing impairment from different socioeconomic backgrounds to perform better in biology.

INTRODUCTION

Hearing impairment refers to all abnormalities, disorders, deviations, etc., in the ear mechanism (Geers, 2016). It refers to all levels of hearing loss and abnormalities in the hearing system (Ewa (2016). It covers both individuals with mild hearing loss to severe and profound hearing loss (Ewa (2016). Hearing impairment in the educational parlance as a condition/disability which adversely affects the academic performance of the individuals with hearing loss irrespective of the degree of loss (Ewa (2016). Hearing impairment, like any other sensory impairment, could pose serious academic, communication and social problems (Geers, 2016); which could affect the academic achievement of the learners with hearing impairment in the subjects they study in school. Academic achievement gives learners with hearing impairment the opportunity to develop their talents, improve their grades, and prepare for future challenges. It reflects the entire child; it is not related to a single instance, but occurs throughout time and levels, through a student's life in public school and through post-secondary years and working life. Academic achievement refers to how well a student is accomplishing his tasks and studies (Adesemowo, 2015).

Socio-economic status (SES) is often measured as a combination of education, income and occupation (Davis, 2012). It is commonly conceptualized as the social status or class of an individual or group. Low socio-economic status and its correlates, such as lower education, poverty and poor health, ultimately death affect our societies as a whole (Akachukwu, Adimonyemma &

Igboabuchi, 2018). Socio-economic status is the blend of economic and sociological measures of an individual work experience and the economic and social position of an individual or family in connection to others on the premise of income, educational level and occupational status (Marzano, 2013). Hearing loss represents a frustrating condition, which is associated with communication difficulties, impaired cognitive functioning, and reduced quality of life (Ping H., Yanan L., Xiangyang, H., Rui G., Xu W., Xiaoming Z., 2018). Studies revealed that some of the causes of hearing impairment are related to the low socioeconomic status of parents of learners with hearing impairment (Ping H, Yanan, Xiangyang, Rui, Xu, Xiaoming, 2018). They emphasized that the ignorance and low income of parents of learners with hearing impairment might have denied them access to child and maternal care during and after pregnancy, which could have caused the impairment in the baby. Research indicates that learners with hearing impairment from low social economic status (SES) households and communities develop academic skills more slowly compare to children from higher socio-economic status group (Akachukwu, Adimonyemma & Igboabuchi, 2018). Poor academic performance in children with hearing loss can actually be controlled based on the socioeconomic background of parents (Ping, Yanan, Xiangyang, Rui, Xu, Xiaoming, 2018).

Parents with low socioeconomic background enrol their children in public schools (government owned special school) where intervention is almost

impossible to achieve due to lack of facilities, lack of commitment to work and inadequate special teachers. Teachers in public schools are paid by the government regardless of their effort, they need not work under the direct supervision of a boss who determines their pay. Also, the identification of character traits peculiar to a child is difficult due to the large number of children in each class. It is difficult for a teacher to identify a child with multiple impairment in a crowd, making intervention difficult (Hart, 2019).

Conversely, parents with high socioeconomic status can afford to enroll their children in private schools (inclusive schools) with conditions such as conducive social environment, special teachers and the use of an individualized education plan tailored for the child. Such children receive individual attention with accommodations and modifications where necessary, hence, maximum intervention is achieved. This leads to an improvement in academic performance despite the existence of hearing impairment in the child.

Alken and Barbarin (2008) noted that, the school system in low social economic status communities are often under resourced and have negatively affected learners' academic progress. Families from low-social-economic-status communities are less likely to have the financial resource or time available to provide children with academic support. Hart (2019) opined that children of educated elites pattern themselves after their parents to facilitate adjustment strategies at school. To support this, Kathryn (2010) said that there is a high relationship between the educational level of parents and educational aspirations of children. If the educational background of the parents is low, there is a tendency that the child will not realize the usefulness of being educated or gifted in an aspect or area that may influence his academic performance. Hardy (2016) emphasized that poverty has a strong association with low academic achievement of learners, and the low poverty level increases the number of dropouts, grade failure, and school disengagement. The longer a child

is embedded in poverty-stricken conditions, the more detrimental his/her environment is to the progress of academic achievement.

In the quest of finding survival feet, the nation has evolved series of socio-economic and educational measures and policies such as structural adjustment program (SAP), austerity measure, universal primary education, (UPE), Universal Basic Education (UBE) and devaluation of the naira (Akachukwu, Adimonyemma & Igboabuchi, 2018). These measures have not improved the socio-economic and educational status of families in the country. They have rather increased their suffering and widened the socio-economic gaps between families. Low socio economic parents are less likely to be involved in their children's education (Gratz, 2016). Low socio -economic parents are often working most of the time to take care of their families and they have no or limited time to participate in their children's education. However, Akachukwu, Adimonyemma & Igboabuchi, (2018) noted that the low socioeconomic parents are also willing and eager to help their children succeed in their education as their counterparts in high socio- economic status but they are limited by their low level of education, income and occupation.

STATEMENT OF THE PROBLEM

It has been observed that many learners with hearing impairment do not pass well in biology external examinations such as West African School Certificate (WASC), National Examination Council (NECO), and University Tertiary Matriculation Examination (UTME). Obasi (1999); Ebenuwa-Okoh (2010); Atanda and Jaiyeoba (2011) noted that some of the factors responsible for the low achievement of students in schools are low socio-economic status of parents and lack of seriousness on the part of the learners.

This study therefore seeks to investigate parental socio-economic status as a determinant of academic achievement of learners with hearing impairment in biology in some selected

schools in Lagos state. It has been observed that many learners with hearing impairment do not pass well in external biology exams such as the West African School Certificate (WASC), the National Examination Council (NECO) and the University Tertiary Matriculation Examination (UTME). Obasi (1999); Ebeonuwa-Okoh (2010); Atanda and Jaiyeoba (2011) noted that some of the factors responsible for the low achievement of students in schools are low socio-economic status of parents and lack of seriousness on the part of the learners. This study therefore seeks to investigate parental socio-economic status as a determinant of academic achievement of learners with hearing impairment in biology in some selected schools in Lagos state.

PURPOSE OF THE STUDY

Specifically, this study aimed at:

1. Identifying the influence of the educational background of the parents on the achievement of learners with hearing impairment.
2. Identifying the influence of parent occupation on the achievement of learners with hearing impairment.
3. Identifying the influence of parents' incomes on learner's achievement/achievement.

RESEARCH QUESTIONS

1. How does the educational qualification of parents affect the academic achievement of learners with hearing impairment in biology?
2. How does the occupation of parents affect the academic achievement of learners with hearing impairment in biology?
3. How does the annual income of parents affect the academic achievement of learners with hearing impairment in biology?

METHODOLOGY

Research Design

A quantitative method of research using descriptive design was used to

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determine the influence of the parental socio-economic status of learners with hearing impairment on the academic achievement of learners with hearing impairment in biology. This involves systematically obtaining information to describe a phenomenon, situation, or population.

Population and Sample

The study population comprised all learners with hearing impairment in selected special schools in Lagos state. The total population of the study is 200 learners with hearing impairment. These schools included: Local Government Primary School Ipakodo, Lagos, Ipakodo Junior Grammar School, Lagos, and Hope Fountain School for the Deaf, Lagos. A simple random sample which employed the hat and draw technique was used to select ten (10) males and ten (10) females learners with hearing impairment from each selected school which amount to total number of sixty (60) learners with hearing impairment.

Instrument for Data Collection

A self-designed questionnaire titled "Parental Socio-Economic Status as determinants of Academic Achievement" (PSAA) with fifteen itemed questions such as; highly educated parents have greater impact on the academic achievement of learners with hearing impairment in Biology, educated mothers assist learners with hearing impairment to build confidence and develop interest in Biology, and so on, with the likert scale was drafted to elicit responses from the the selected learners. Validity of the instrument was ascertained through face and content validity. The reliability of the instrument was determined using Cronbach's alpha reliability and a reliability coefficient of 0.70 was obtained.

Procedure for Data Collection

The researchers visited the schools to seek the permission of the school principals. The principal then introduced us to the class teachers with whom we

worked. The class teacher helped us identify some of the students based on the socio-economic status of their parents. Members of the sample were later served the questionnaires by the researchers. They were urged to follow the instructions for the questionnaires. The questionnaires were then collected after they had completed them.

The data were analyzed using mean and standard deviation. The higher the mean score, the stronger the

agreement on each statement and the lower the standard deviation, the more homogenous the opinion of the respondents on each statement (Obadan, 2012).

RESULTS

Research Question 1: How does the educational qualification of parent affect the achievement of the students with hearing impairment in Biology?

Table 1: Influence of parental educational qualification on Academic Achievement of learners with hearing impairment in Biology.

S/N	ITEMS	SA	A	SD	D	X	S.D
1.	Highly educated parents have greater impact on the academic achievement of learners with hearing impairment in Biology.	30	20	3	7	3.21	2.84
2.	Educated mothers assist learners with hearing impairment to build confidence and develop interest in Biology.	18	19	11	12	2.72	2.31
3.	Illiterate parents pay less attention to the academic achievement of learners with hearing impairment in Biology.	31	12	7	10	3.06	2.76
4.	Parents with higher educational levels have stronger confidence in the academic abilities of learners with hearing impairment in Biology.	20	18	12	10	2.80	2.48
5.	Educated parents find it very easy to guide or teach learners with hearing impairment biology which improve academic achievement of learners with hearing impairment.	30	14	10	6	3.13	2.78

Table 1 presents that items 1 to 5 have means of 3.21, 2.72, 3.07, 2.80, 3.13. This shows that they all have high mean scores. Hence, the respondents all have strong agreement with each statement. Standard deviations range from 2.31 to 2.84; which indicate "High Extent" influence of parental level of education on academic achievement of

learners with hearing impairment in biology in some selected schools in Lagos State.

Research Question 2: How does the occupation of the parent of learners with hearing impairment affects the achievement of learners with hearing impairment in Biology?

Table 2: Influence of Parent Occupation on Academic Achievement of Learners with Hearing Impairment in Biology.

S/N	ITEMS	SA	A	SD	D	X	S.D
6.	Learners from parents with formal education perform well in Biology than those from parents with informal education.	30	24	4	2	3.37	2.92
7.	Parental occupation has no influence on learners' academic performance.	22	25	9	4	3.08	2.68
8.	Most educated parents do not have enough time to help learners with hearing impairment with assignments.	18	20	16	6	2.83	2.48
9.	Uneducated parents preferred learners with hearing impairment to learn vocations than to further their education.	32	19	6	3	3.33	3.44
10.	Learners with hearing impairment have interest in their uneducated parents' business than biology.	28	15	10	7	3.07	2.73

Table 2 presents that items 6 to 10 have means of 3.37, 3.08, 2.83, 3.33, 3.07, This shows that they all have high mean scores. Hence, the respondents all have strong agreement with each statement. The standard deviations range from 2.48 to 3.44; which indicate the 'high extent' influence of parents' occupation on the academic achievement of learners

with hearing impairment in biology in some selected schools in Lagos State.

Research Question 3: How does the income of parent of learners with hearing impairment affects the achievement of learners with hearing impairment in Biology?

Table 3: Influence of income of parents on Academic Achievement of Learners with Hearing Deficit in Biology

S/N	SA	A	SD	D	X	S.D.
11. Some parents determine learners' career because of their financial status in the society.	22	14	8	16	2.70	2.46
12. Parental income is a driving factor that compels students to perform better in Biology.	20	18	13	9	2.82	2.50
13. Early payment of school fees enhance the academic achievement of learners with hearing impairment.	22	19	12	7	2.93	2.24
14. Early provision of necessary biological equipment enhances the academic achievement of learners with hearing impairment.	34	18	5	3	3.35	2.97
15. Early provision of necessary Biology textbooks enhance the academic achievement of learners with hearing impairment.	29	23	5	3	3.30	2.88

Table 3 presents that items 11 to 15 have means of 2.70, 2.82, 2.93, 3.35, 3.30 This shows that they all have high mean scores. Hence, the respondents all have strong agreement with each statement. Standard deviations range from 2.24 to 2.97; which indicates the 'high extent' influence of parents' income on the academic achievement of learners with hearing impairment in biology in some selected schools in Lagos State.

DISCUSSIONS

The results indicated that the respondents found that highly educated parents have greater success and a great impact on the academic achievement of learners with hearing impairment in biology. Respondents also agreed that parents with higher educational levels have stronger confidence in academic abilities of learners with hearing impairment. This finding is in collaboration with (Asuka, 2019), who observed that educated mothers help learners with hearing impairment to build confidence and develop interest in Biology which will enhance the academic achievement of learners with hearing impairment. This is also in line with Aikens and Barbarin (2008), who posited that the level of

education of parents had a direct and positive relationship on the academic achievement of their children.

Findings of this study also revealed that the respondents accepted the view that through parental occupation, learners socialize which enhance their academic achievement in Biology. This study is in the same position as (Rana, 2015) who agreed on the point that parents who do not work in one way or another affect the academic performance of learners. The analysis also showed that the respondents accepted the fact that learners from parents with formal education perform well than those from parents with informal education. However, the study showed that the respondents rejected the points that parents, profession has no positive impact on the academic achievement of their children and that parental occupation has positive influence on the academic achievement of learners with hearing impairment.

The finding of the study also revealed that the respondents accepted that some parents determine the academic achievement of learners with hearing impairment in biology because of their financial status in the society. The study also showed that parental income is

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a driving factor that assist some learners with hearing impairment to perform well in Biology. It was also observed that learners from high income homes or family who pays school fees regularly and provides the necessary equipment and textbooks needed in school perform better in Biology. This finding is in collaboration with Winner (2016) who observed that learners from well-to-do homes or families are motivated to perform better in their studies because parents are ready to provide the needed educational materials. The result of the findings also revealed that there is direct relationship between parental financial and human capital and the successful learning experience of learners and the academic achievement.

CONCLUSION

The influence of parents' socio-economic status on the academic achievement of learners with hearing impairment in biology cannot be over emphasized. Based on the analysis, the study concludes that: Parents characteristics are major source of disparity in learners' learning outcomes and that, learners with hearing impairment have certain educational needs, which when met contributed positively to their academic achievement in Biology. The study still deduced that parental income level, parental occupation, and parental level of education go a long way in determining the academic achievement of learners with hearing impairment in Biology in some selected schools in Lagos State.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are hereby put forward to ensure that this study achieve its objectives:

1. Government, multinational companies and public spirited individuals should be able to identify and support intelligent Learners with hearing impairment from low-income parents with a view to boosting their academic achievement.
2. Parents should try to improve as much as possible in their level of education because it has significance influence on the academic achievement of learners with hearing impairment.
3. The researchers recommended that parents should be determined towards their children's education if they have to influence their children's academic performance.

Conflict of Interest

The authors declare no conflict of interests.

Disclaimer Statement

The views and opinions expressed in this study belong to the authors based on the available facts at the time of the study.

Authors' Bionote

Abolaji Lala is a sign language interpreter, Special educator, researcher and lecturer in the Department of Education for learners with Hearing impairment, Federal College of Education (Special) Oyo. She has published many academic articles in reputable journals both locally and internationally. She has also trained several special education teachers. Her areas of research interests are education for learners with hearing impairment, multiple disabilities and special education in general. She belongs to professional bodies such as NASET, TRCN, and ESLIAN.

Oluwatoyin R. Ogunwale is a sign language interpreter, researcher and lecturer in the Department of Education for learners with Hearing impairment, Federal College of Education (Special) Oyo. Her area of specialization is in special education, total communication and education for learners with hearing impairment. She has contributed to reputable journals both nationally and internationally one of which is European Journal multidisciplinary of Icepsy. She has attended many conferences within and outside Nigeria. Oluwatoyin is an advocate for inclusion and a trainer for teachers of children with disabilities in collaboration with Ogun State Universal Basic Education, Nigeria. She is a member of society for disability studies (USA), NAEC, NASET and Chairperson, society for women and Aids in Africa (SWAAANOYO)

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Authorship And Level of Contribution

Abolaji Lala conceived the research problem ideas for this study and that made him write introduction, abstract and

keywords, statement of the problem purpose of the study and hypothesis. She also suggested and implemented the best method of data analysis.

Oluwatoyin R. Ogunwale defined the population for the study viz-a-viz the technique for drawing sample. She also led the research methodology with respect to the design and instrument of the research, especially its validity and reliability. Lastly, she ensured that the references were intact.

Olufunmilayo Ojo worked closely with the teacher in the administration of the questionnaires and collection of questionnaires. Finally, she wrote the conclusions and recommendations.

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