

THE HOME AND SCHOOL ENVIRONMENT AS CORRELATE OF ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE AMONGST STUDENTS WITH HEARING IMPAIRMENT IN OBIO-AKPOR LOCAL GOVERNMENT AREA OF RIVERS STATE

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ABSTRACT

The study examined home and school environment as correlate of academic achievement in English Language amongst students with hearing impairment in Obio/Akpor Local Government Area. Correlational research design was used for the study. Three research questions and three null hypotheses were formulated to guide the study. The population of the study consisted of (65) 35 females and 30 male senior secondary school students with hearing impairment in Obio/Akpor Local Government Area. Stratified random sampling technique was used to select 50 respondents with age ranging from 13-22 years for the study. A self-designed questionnaire titled: 'Home and School Environment Questionnaire (HSEQ) and English Language Achievement Test (ELAT) was used for data collection. The reliability coefficient for (HSEQ) was $r=0.80$ and (ELAT) was $r=0.70$. Pearson Product Moment Correlation was used in answering the research questions and testing the null hypotheses at 0.05 level of significance. The study revealed that there was a high positive and significant relationship between parents' educational attainment, family size, and class size, on academic achievement in English Language among students with hearing impairment in Obio/Akpor Local Government Area. It was recommended among others that; Government and other well-meaning individuals should assist in the decongestion of our already over populated classrooms in order to aid students' academic achievement across all subject areas.

Keywords: Home, school, hearing impairment, academic achievement.

1. INTRODUCTION

Education is a key component of human quality that is essential for generating high incomes and sustainable socio-economic development. Education is characterized as an essential ingredient in poverty eradication (Ogawa, 2010, Ubani et al, 2019). Ogawa (2010) further explained that it is through education that skills, knowledge and values are transmitted across generations of a country with the aim of attaining social, economic, political continuity and advancement in a country. Ubani and Sanikpege (2020) explained that over a period of time, it has been observed the students who are exposed to the same lesson by the same teachers are likely to perform differently when they are evaluated. Therefore, it is very important for students to achieve higher academic achievements at pre-tertiary level of education because education is seen as a pathway for attaining social mobility and therefore it should bestow a person with the right skills and experience so as to tackle responsibilities within a society without any discrimination.

Despite the government intervention on improving quality of education in Nigeria, academic under-achievements in regular and special schools still persists. Kamuti (2015), in his

study on how home environment influences academic performance of students in Kitui newest Sub-county Kitui county, observed that performance of the students strongly relies on the manner in which the parents are involved in matters concerning their children academics. The home environment refers to aspects of peoples domestic lives that contribute to their living conditions; this includes all the human and material resources present at the home that affects the student's education and living, such as the parent's level of education, their occupation, socio-economic status and socializing facilities available in the house (Kamuti, 2015).

Thus, the home is the basic institution for providing the child's primary socialization and laying the educational foundation for the child upon which the other agents of socialization are built. The primary environment of a student with hearing impairment is the home and it stands to exert tremendous impact on the students' achievements (Hoover, 2015). Moreover, the home is the primary agent of education of the child with hearing impairment. Thus, the way the child lives, the food he/she eats and his/her life style is influenced by the home. The type of family system the child with hearing impairment is exposed to could influence his academic achievement in school (Ubani, et al, 2020). Academic success of a child with hearing impairment depends on what parents do at home. Also, Hoover (2015) found in his study that students that received democratic type of parenting performed better than their counterparts from autocratic homes.

In the opinion of Mamba (2016), the education received by a child with hearing impairment from parents and others at home is most likely to have highly significant and dominant effects on the behaviours of the child later in life. In addition, Mamba (2016), maintained that home environment is the characteristics of societal component created by members of the family living together in one area and do activities that are directly related to the duties of the family. Mamba (2016), revealed that academic achievement of students is also influenced by the kind of environment the student with hearing impairment is directly involved in at home. In a similar observation, Ubani and Sanikpege (2020), observed that the performance in students' academics strongly relies on the manner in which the parents are involved in matters concerning their children academics. Ubani and Sanikpege (2020), further indicated that the government has increased school engagement through implementation of programs in school settings to reduce chronic absenteeism and truancy such as addressing individual student/family needs within-family communication, needs for social services, problem-solving and tutoring.

No wonder, Anderson (2018), noted that home environment was positively correlated with academic achievement of students in mathematics. Anderson (2018), noted that there are many home environmentally related factors which are likely to influence students' with hearing impairment academic achievement. However, the variables under investigation in there study included parents' level of income and parenting style. These two variables they noted comprised the independent variables whereas students' performance comprised of the dependent variable. According to Parveen (2017), the size, income and relations of the family, educational level of parents, social and economic status of the family had a positive significance on student academic achievement. Students' academic achievement in any institutions attracts much interest to all the stakeholders in the education sectors and the community in general.

In submission, Mwebi (2017) noted that in any educational institution students are the most important asset. Mwebi (2017), study on the influence of selected home environmental factors on pupils' academic achievement had established that most of the parents had a great influence on children's study habits. Mwebi (2017) insisted that parents should engage educated caregivers at

home to help them participate effectively on the academic activities of their children. Therefore, it can be said that parents who are well educated can provide a conducive environment that fits the students' academic affairs of the children with hearing impairment hence high educational achievement.

Aside the home environment, another important factor that have been opined to influence students' academic achievement is the school environment. School environment is the thread that connects to the various activities in the school. In many respects, this thread is almost invisible, yet everyone experiences its influence. Dudek (2020), opined that it is internal influences in the school that can influence academic performance of students, irrespective of the students' intelligent quotient. School environment can also be considered as a major factor in teaching and learning, since space has the power to organize and promote pleasant relationships between people of different ages, to provide changes, that promote choices and activities and for its potential for sparking different types of social and affective learning (Okeke, 2018).

The school environment, include the classrooms, libraries, technical workshops, laboratories, teachers' quality, school management, teaching methods, peers, and others are variables that affect students' academic achievement (Okeke, 2018). Hence, the school environment remains an important area that should be studied and well managed to enhance students' academic achievement. School environment also include the planning of instructional spaces, administrative places, spaces for conveniences, equipment's, the teachers as well as the students are all essential in teaching-learning process. The extent to which student with hearing impairment learning could be enhanced depends on their location within the school compound, the structure of their classroom, availability of instructional facilities and accessories. It is believed that a well-planned school will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic achievement of the students.

In the opinion of Turner (2018), safe and orderly classroom management and school facilities are significantly related to students' academic achievement in schools. Therefore a comfortable and caring environment among others could help to contribute to students' academic achievement (Razar, 2012, Ubani, 2022). The physical facilities of the school have a variety of effects on teachers, students with hearing impairment, and the learning process. Poor lighting, noise, high levels of carbon dioxide in classrooms, and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, and could lead to poor performance and higher absentee rates as these factors can adversely affect student with hearing impairment behaviour and lead to higher levels of frustration among teachers, and poor learning attitude among the students. It seems that the direct effect, poor facilities have on students' ability to learn, the uncomfortable and uninviting workplace for teachers, the frustrating behaviour by students, including poor concentration and hyperactivity makes room for more stress and stressful conditions for teachers. It is possible that the mentioned characteristics of school facilities and low opportunity for in-service training have an effect upon the academic achievement of students with hearing impairment. School Environment is thus defined as an avenue that provides training, resources, and technical assistance in the establishment of a school/community environment that is physically and emotionally safe, well disciplined, and conducive to learning (Razar, 2012).

On the other hand, Academic achievement is often used interchangeably with academic performance as it refers to the level of achievement in school, accomplishment or success in school". However, academic achievement is the core of educational growth (Hoover, 2015). Anderson (2018) defined academic achievement as the process of developing the capacities and potentials of the student with hearing impairment so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual developmental function. It is important to keep in mind that academic achievement may largely be a function of the context in which it takes place, and therefore the necessary abilities may also vary according to the context.

The educational system is vital for every country in the world and Nigeria is no exception; a strong and effective education system can help boost the development of any country, as academic achievement in Nigeria most especially among students with hearing impairment in special school has been largely associated with many factors in literature. These include; school environment, lack of learning resources as well as home environment factors (Oluwole, 2016). Sokan (2019) also reported tremendous academic failures among students with disabilities and some have tried to find the reasons behind the alarming rate of failures. Thus, the problem of under-achievement of students' at school has a long history in special needs research. Consequently, improving student academic achievement had long been an extremely complicated and vexing problem for school systems and education policy makers. Hence the study examined home and school environment and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area of Rivers State.

Statement of the Problem

Over the years, the society had recorded a persisted increase in the rate of poor academic achievement in English Language in school examinations such as terminal examination, promotion examination, and external examination. Comments from stakeholders' shows that the blame have been tied to neglect of and carefree attitude of parents towards academic works of their children particularly those with hearing impairment. The home is classified as the first school for a child where he or she is taught the basic norms and values by a parent before the child learns from formal education and this is contrary to the popular opinion, which states that "learning and reading begins in school". In recent years, there has been this assumption that the standard of education in Nigeria has fallen which manifest itself in poor academic achievement among students in regular and special schools.

This has therefore led to a lot of argument of whom to blame, the teachers, the government, students, peer groups contribute to the students' with hearing impairment academic achievement in English Language but the home into which the students are born nurtured and spend most of his time is to be blamed more because the home is the major contributor to the student achievement in English language. In addition, most schools are faced with problems such as inadequate libraries, classroom, staffrooms, laboratory, teaching equipment's like instructional aids, technical workshop and unqualified teachers. These problems have posed great challenges to the teaching and learning process and also hinder the academic achievement of students with hearing difficulty. It is generally believed that if the learning environment is conducive, with qualified teachers, small class size and availability of teaching materials, students with hearing will be more educated and there will be less risk of low academic achievement. Hence this study

investigated home and school environment and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area of Rivers State.

Aims and Objectives of the Study

Generally the study seeks to investigate home and school environment and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local government Area of Rivers State. Specifically, the study intended to:

1. Determine the relationship between parents' educational attainment and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local government Area of Rivers State
2. Find out the relationship between family size and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local government Area of Rivers State
3. Examine the relationship between class size and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local government Area of Rivers State

Research Questions

The following research questions were formulated to guide the study.

1. What is the relationship between parents' educational attainment and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local government Area of Rivers State?
2. What is the relationship between family size and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local government Area of Rivers State?
3. What is the relationship between class size and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local government Area of Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between parents educational attainment and academic achievement in English Language among senior secondary school students with hearing impairment
2. There is no significant relationship between family size and academic achievement in English Language among senior secondary school students with hearing impairment
3. There is no significant relationship between class size and academic achievement in English Language among senior secondary school students with hearing impairment

Significance of the Study

Conducting research into home and school environment and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor

Local government Area of Rivers State is an important exercise. Hopefully, the finding of the study would be of immense benefit to parents, policy makers, school administrators, and future researchers.

Parents: It is hoped that, the study would help parents to realize how high, average or low income can affect the academic achievement of their children with hearing impairment either positively or negatively. The study would also help parents to yearn for higher educational attainments that would enable them to get the better-paid jobs, raise their status in society and assist their children with hearing impairment in their educational problems. It is hoped that the study would further help parents to be aware of the effect of family size on a child's academic underachievement specifically in English language. The study would help parents to understand the effect of home factors such as family socioeconomic status, parents' educational attainment and family size, as it influence the academic achievement of students in English language and hence, improving their home conditions as to improve the academic achievement of students with hearing impairment in Rivers State.

Policy makers: The result of this work would help policy makers in formulating effective planning and implementation policies for improved academic achievement.

School administrators: It would provide school administrators the opportunity to decrease already overcrowded classrooms, in order to enhance students' academic achievement in English language and other subject areas. It would help the school principals to encourage staff maintain quality teaching and learning in the schools as well appreciate the contribution of teachers' in-service training on students' academic achievement.

Future researchers: The findings of this study would serve as a source of knowledge and information to other researchers who would conduct their studies on related areas.

Scope of the Study

The scope of the study covers an investigation into home and school environment on academic achievement in English Language among students with hearing impairment in Obio/Akpor Local government Area of Rivers State. The study was particularly carried out in special schools in Obio/Akpor Local Government Area of Rivers State.

Conceptual Framework

Parents Educational Attainment

Parents' educational attainment have been tipped as the highest level of education the parent of a child with hearing impairment has attained. Wood (2015) have noted that in developing countries various studies have shown that students' scores are positively related to the number of years that their parents attended school. Feat (2006) observed that academic achievements of children whose parents have attained high educational levels tend to be higher than those whose parents are not. Educated parents in general are likely to find themselves comparatively in greater material support for the education of their children. No wonder, Chaka (2016) revealed that children whose parents are highly educated and are involved in their studies had better performances in both school examination and achievement tests than those whose parents were rich but less educated and not involved in their children daily activities and studies.

Family Size

Children from large families are not likely to receive the same amount or same type of verbal stimulation from adults which children from smaller families obtain and consequently, children from large families tend to do less well academically. The reason could be that children from large families are unlikely to take full advantage of educational opportunities provided due to

inadequate family resources, hence resulted in backwardness in school. Muola (2014) argued that parents with small families will not only find it easy to provide for the physical needs of the children but also be in a good position to give them attention, encouragement, stimulation and support them with school work. Parents of large family are always busy trying to look for basic needs for survival and thus could not be in a good position to give them attention, encouragement, stimulation and support them with school work. Muola (2014) observed that the large-sized families, to some extent, related to the culture of poverty, and there is a relationship between family size and poor educational outcome.

Class Size

Class size refers to an educational tool which can be used to describe the average number of students per class in a school. Hordry (2018) described class size as the number of students per teacher in a class. The National Policy on Education (1981) recommended that the teacher-pupil ratio should be 1:35. For the All Nigerian Conference of Principals of Secondary Schools (ANCOPS), class size should remain at a maximum of forty students per class for effective management and better control. Reducing class size to increase student achievement is an approach that has been tried, debated, and analyzed for several decades. The premise seems logical: with fewer students to teach, teachers can coax better performance from each of them. Some researchers have not found a connection between smaller classes and higher student achievement.

Hearing Impairment

Hearing impairment is been used interchangeably with hearing disorder. The Individuals with Disabilities Education Improvement Act of 2004, formerly the Education of the Handicapped Act (P.L. 94-142), includes "hearing impairment" and "deafness" as two of the categories under which children with disabilities may be eligible for special education and related service programming. While the term "hearing impairment" is often used generically to describe a wide range of hearing disorders including deafness, the regulations for Individuals with Disabilities Education Act (IDEA, 2004), define hearing loss and deafness separately. Hearing impairment is defined by Individuals with Disabilities Education Act (IDEA, 2004), as "an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance." Deafness is defined as "a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification." Thus, deafness may be viewed as a condition that prevents an individual from receiving sound in all or most of its forms. In contrast, a child with hearing loss can generally respond to auditory stimuli, including speech (Unani & Sanikpege, 2020).

Academic Achievement

Academic achievement is the behaviour exhibited by an individual, which is noticeable after undergoing a programme in an institution or a school, that is; demonstration of the knowledge acquired after one has undergone a stipulated programme in the school. The demonstration of knowledge could be in terms of teacher made test or external examination, the test could be written or performance act. The result of the demonstrated knowledge in the test; which is called achievement, will indicate whether the child has achieved or not. The child that does not perform well is said to be a failing child or what is referred to as academic failure or poor academic performance.

Theoretical Framework

Resource Framework Theory

The resource framework theory was developed by Brooks, Brown, Duncan and Moore in 1995. The theory was used to explain how educational outcomes, such as academic achievement, are influenced by an interaction of factors; such as material resources, human capital, social capital and cultural capital. Brooks et al, (1995), explains a resource framework for studying the development of a child and of adolescent. This framework can be used to analyze the effects of poverty on a child's development and education. The resource framework can be viewed as unifying various overlapping theoretical arguments that have emerged to explain the relationship between home environment and educational outcomes.

Among the factors considered in the resource framework theory is the material resource which indicates that, poor children suffer academically because their parents, communities and schools, lack the financial resources that aid learning and achievement. On the human capital, the theory suggests that, poor children suffer academically because of the poor endowment and investment they receive from their parents (Mamba, 2016), or the poor human resource in the schools they attend. For the social capital, it is suggested that, impoverished parents and children lack supportive social relationships and networks within and outside the family, necessary to inspire children to achieve academic success. On the cultural capital, it is suggested that, children of historically disadvantaged groups suffer academically because they lack the cultural environment at home that would allow them to connect in the classroom (Mamba, 2016).

The literature given here has focused both on the US settings and in the developing countries settings like Nigeria, several educational studies have focused on the socio-economic background of the families and its influence on the enrolment or attainment of desired academic levels of children. The resources emphasized are human resources and material resources (Razar, 2012). The resource framework theory will guide this study to determine the home, economic, and social factors that influence academic achievement of students with hearing impairment.

Empirical Review

Tuner (2018) investigated the relationship between parents' education and their children's Academic Achievement. The major objective of the study was to explore the relationship between parents' education and their children's academic achievement focusing on father and mother educational level for their children's academic achievement. Tenth class students of government high schools at District Mardan constituted the population of the study. The study employed systematic random sampling techniques to select students as a sample of the study. Through a self-developed questionnaire, the data were collected from the respondents of the study. The findings of the study revealed that the high education of father and mother positively contributes to their children's academic achievement. Large co-relation was found between parents' education and students' academic achievement. On the basis of the findings, the study recommended introducing adult education programs, awareness campaigns, and the use of social media for community education.

Hardry (2018) investigated parents' level of education as predictors of academic performance of NCE students of colleges of education in the North- Eastern States of Nigeria. The purpose of the study was to determine parents' level of education as predictors of academic performance of NCE students in Colleges of Education in the North Eastern States, Nigeria. One research question and a hypothesis was answered and tested in the study. Survey design was used

in the study. A sample of one thousand two hundred out of a population of 13,529 (8,422 males and 5,107 females) NCE 2 and 3 students from six Colleges of Education in the North-Eastern States, Nigeria participated in the study. The sample of the study was selected through simple random and stratified sampling techniques. The research instrument used for data collection was a Proforma developed by the researchers. The data were analyzed using descriptive statistics and multiple linear regression analysis. The results revealed that students have high level of academic performance in Colleges of Education in the North-Eastern States, Nigeria because those that form the majority of distribution range from merit (C) to distinction (A), which stands at 66.7%. While fail and pass grades consisted of 33.3%. Parents' level of education did not significantly predict academic performance. Based on the findings, it was recommended that there is need for adequate counselling of students by trained counsellors and teachers in the Colleges of Education in order to improve the levels of students' academic performance in the Colleges. Mothers should be encouraged to spend more time with their children at home, continuously nurturing them with practices such as reading, speaking English language and holding discussions with them on how they can best handle their studies.

Anderson (2018) examined influence of family size and family type on academic performance of students in government in Calabar Municipality, Cross River State, Nigeria. The researcher noted that there has been continuous outcry from stakeholders against poor performances of students in Senior Secondary School Examinations in Nigeria. The study investigated the influence of family size and family type on students' academic performance in Government, in Calabar Municipality of Cross River State. To achieve the purpose of this study, two null hypotheses were formulated and tested at 0.05 level of significance. The simple random sampling technique was adopted in selecting the six (6) public secondary schools and two hundred (200) SS2 students used for the study. The survey research design was adopted for the study. A self-constructed questionnaire and a students' achievement test in Government were the instruments used for data collection. The instruments were face-validated by three experts in Test and measurement before they were administered. The test re-retest method was adopted in testing the reliability of the students' achievement test items. The reliability co-efficient was 0.728 and this was considered high enough for use in the study. Data collected was analyzed using One-way Analysis of Variance (ANOVA). The result revealed a significant influence of family size and family type on academic performance of secondary school students in Government in Calabar Municipality, Cross River State, Nigeria. Based on these findings, it was recommended that: parents should be adequately sensitized on how best they can assist their children irrespective of the size and type of family among others.

Wood (2015) investigated the effects of class size on student academic performance in a principles of microeconomics course taught at UW-River Falls during Spring Semester 2001. The study was motivated by the recent need to increase the section size (from about 50 to almost 100 students) for introductory economics courses in the College of Business and Economics. However, some faculty members have expressed concern that large class sizes will have a negative effect on students' learning. Previous studies on the effects of class size on student achievement show mixed effects on student learning. This study utilizes data from a student survey conducted at the beginning of the semester, along with University records, instructors' grades, and attendance records to estimate a multiple regression model. The estimated model includes a measure of student academic performance (total exam points) as the dependent variable, with selected independent variables that are important predictors of student learning,

plus a measure of class size. Statistical analyses were carried out to test the hypothesis that student academic performance is higher in the normal ('small') class size, controlling for the other predictors of student learning. This allowed us to determine whether or not large class sizes have a negative effect on our students' learning. The results of this study will be used to make future policy decisions with regard to offering larger sections of introductory economics courses. Further investigations should be conducted for other introductory courses offered by the College of Business and Economics.

2. METHODOLOGY

This study adopted the correlational research design. The target population involved in this study consisted of (65) 35 females and 30 male senior secondary school students with hearing impairment in Obio/Akpor Local Government Area of Rivers State. Stratified random sampling technique was adopted to select a target population of 50 students aged 13-22 years with hearing impairment in the area. The research instrument was a self-designed "Home and School Environment Questionnaire (HSEQ) and English Language Achievement Test (ELAT). Section B contained 15 items to measure home and school environment while section C had 10 items to measure for academic achievement in English Language. The items in section B was placed on a four-point modified likert rating scale of (strongly Agree-4 points, Agree-3 points, Disagree 2-points and strongly disagree 1 point). The data were statistically analyzed answer the research questions and test the null hypotheses at 0.05 level of significance.

Research Question One

What is the relationship between parents' educational attainment and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area of Rivers State?

Hypothesis One

There is no significant relationship between parents' educational attainment and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area

The responses of students on the relationship between parents' educational attainment and academic achievement in English Language among senior secondary school students with hearing impairment was subjected to Pearson Product Moment Correlation Method.

Table 1: Relationship between Parents’ Educational Attainment and Academic Achievement in English Language

		Correlations	
		Parents’ Educational Attainment	Academic Achievement
Parents’ Educational Attainment	Pearson Correlation	1	0.505**
	Sig. (2-tailed)		0.000
	N	50	50
Academic Achievement	Pearson Correlation	0.505**	1
	Sig. (2-tailed)	0.000	
	N	50	50

** . Correlation is significant at the 0.05 level (2-tailed).

Table 1 shows the relationship between parents’ educational attainment and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area of Rivers State. The result revealed that parents educational attainment relate to academic achievement in English Language among students with hearing impairment ($r = 0.505$). This result implies that as scores on parents’ educational attainment increases, there is a corresponding increase in their academic achievement in English Language.

Table 1 further revealed that the relationship between parents’ educational attainment and academic achievement in English Language among senior secondary school students with hearing impairment Obio/Akpor Local Government Area is significant at 0.05 level. This is because the calculated r-value (0.505) is greater than the table r-value (0.195). This implies that the hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is significant relationship between parents’ educational attainment and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area.

Research Question Two

What is the relationship between family size and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area of Rivers State?

Hypothesis Two

There is no significant relationship between family size and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area

The responses of students on the relationship between family size and academic achievement in English Language among senior secondary school students with hearing impairment was subjected to Pearson Product Moment Correlation Method.

Table 2: Relationship between Family Size and Academic Achievement in English Language

		Correlations	
		Family Size	Academic Achievement
Family Size	Pearson Correlation	1	0.496**
	Sig. (2-tailed)		0.000
	N	50	50
Academic Achievement	Pearson Correlation	0.496**	1
	Sig. (2-tailed)	0.000	
	N	50	50

** . Correlation is significant at the 0.05 level (2-tailed).

Table 2 shows the relationship between family size and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area of Rivers State. The result revealed that family size relate to academic achievement in English Language among students with hearing impairment in Rivers State ($r = 0.496$). This result implies that as scores on family size increases, there is a corresponding increase in their academic achievement in English Language.

Table 2 further revealed that the relationship between family size and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area of Rivers State is significant at 0.05 level. This is because the calculated r-value (0.496) is greater than the table r-value (0.195). This implies that the hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is significant relationship between family size and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area.

Research Question Three

What is the relationship between class size and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area of Rivers State?

Hypothesis Three

There is no significant relationship between class size and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area

The responses of students on the relationship between class size and academic achievement in English Language among senior secondary school students with hearing impairment was subjected to Pearson Product Moment Correlation Method.

Table 3: Relationship between Class Size and Academic Achievement in English Language Correlations

		Class Size	Academic Achievement
Class Size	Pearson Correlation	1	0.633**
	Sig. (2-tailed)		0.000
	N	50	50
Academic Achievement	Pearson Correlation	0.633**	1
	Sig. (2-tailed)	0.000	
	N	50	50

** . Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows the relationship between class size and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area of Rivers State. The result revealed that class size relate to academic achievement in English Language among students with hearing impairment in Rivers State ($r = 0.633$). This result implies that as scores on class size increases, there is a corresponding increase in their academic achievement in English Language.

Table 3 further revealed that the relationship between class size and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area of Rivers State is significant at 0.05 level. This is because the calculated r-value (0.633) is greater than the table r-value (0.195). This implies that the hypothesis is rejected while the alternate hypothesis is accepted. The result shows that there is significant relationship between class size and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area.

3. DISCUSSION

The finding of research question one and hypothesis one revealed that there is a high positive and significant relationship between parents' educational attainment and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area of Rivers State. The finding are in tandem with the study of Mebelle and Katabalo (2013) writing on "Nurturing the adolescents in Nigeria today; the role of the family, the school and government" revealed that several parental factors are responsible for the academic and scholastic adjustment of teenagers. Mebelle and Katabalo (2013)

maintained that parental factors such as educational attainment, parental qualifications have positive Impact on the academic progression of adolescents.

The finding of research question two and hypothesis two revealed that there is a high positive and significant relationship between family size and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area of Rivers State. The finding collaborates with the opinion of Gobena (2018) who insisted that the size of family had significant impact on students' academic successes. In affirmation, the study is in line with Chang (2017) who maintained that students who are from small households are better taken care of than; students who are from large family size. Adamu (2020) affirmed that in a family with high number of children, parents often find it difficult to provide the needs of every member of such household. Adamu (2020) insisted that much attention is often given to the male first son of the family as opposed to other offspring's which ultimately affects their academic performance in schools.

The finding of research question four and hypothesis four revealed that there is a high positive and significant relationship between class size and academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area of Rivers State. The finding is in line with the study of Donaldson (2019) who observed that the size of a classroom had positive effect on students' academic performance in compulsory subject areas. Donaldson (2019) revealed that students who are in under-populated classrooms are less distracted, the academic performance during class room instruction can be better monitored, teachers can better met the needs of the individual learners and promote positive peer tutoring. Ishaq (2018) maintained that overpopulated classrooms encourage deviant behaviours among students, teachers find it difficult meeting the needs of the individual students, and there is often the case of increased teacher ineffectiveness. Ishaq (2018) concluded that class size had significant effect on students' academic performance.

4. CONCLUSIONS

Based on the findings, the study concluded that there was a high positive and significant relationship between parents educational attainment, family size, family socioeconomic status, class size, and teachers qualification on academic achievement in English Language among senior secondary school students with hearing impairment in Obio/Akpor Local Government Area of Rivers State.

5. RECOMMENDATIONS

Based on the findings of the study the researcher made the following recommendations:

1. Illiterate parents should be encouraged to enrol for adult education program, in that their literacy will enhance their children academic achievement in schools. Addition, educational grants should be provide by government at all levels to support students from indigent homes in order to enhance their academic performance.
2. Government through the Ministry of Education should organize seminars and workshop to improve teachers' knowledge on how to enhance the academic performance of students who are hearing impaired.
3. Government and other well-meaning individuals should assist in the decongestion of our already over populated classrooms in order to aid students' academic achievement across all subject areas.

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