

**PALACKÝ UNIVERSITY OLMOUC**

**Faculty of Education**

**DISSERTATION**

**OLMOUC 2018**

**UKO, FRANCESCA UCHE-EZEKIEL**

**SCHOOL AND SOCIO-DEMOGRAPHIC FACTORS AS PREDICTORS OF PARENTAL  
CHOICE OF SCHOOL FOR CHILDREN WITH HEARING IMPAIRMENT IN AKWA-  
IBOM NIGERIA**

BY

UKO, FRANCESCA UCHE-EZEKIEL (B. Ed, M. Ed., Uni-Ibadan)

A

DISSERTATION

SUBMITTED TO THE INSTITUTE OF SPECIAL EDUCATION STUDIES,  
FACULTY OF EDUCATION, PALACKY UNIVERSITY OLOMOUC, CZECH REPUBLIC

SUPERVISOR: PhDr. JAN CHRASTINA

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF PhD IN  
SPECIAL EDUCATION

MARCH, 2019

## CERTIFICATION

I hereby certify that, Uko, Francesca Uche-ezekiel of the Institute of Education, Department of Special Education, University of Palacky, carried out this research work under my supervision.

*Dr Jan Chrastina*  
Department of Special Education  
Faculty of Education  
University of Palacky  
Olomouc

Signature: .....

Date:.....

## **DEDICATION**

This research dissertation is dedicated to my late elder sister, Mrs Esther Nwamaka Ugah (nee, Okwuosah) who did so much for me in her life time and earnestly desired I become a read personality.

My late husband, Ezekiel Akpakpan-Ekandem Uko, even after these years, it still hurts.

May your souls Rest In Peace.

## ACKNOWLEDGMENT

First, I want to acknowledge my immediate family whose sacrifice cannot be quantified. My love, Stanley Udoh, my seven children, Emmanuel, Blessing, Ezekiel, Victorious, Perpetual, Davyz and Deborah, all your ‘management’ will not be in vain. My eldest sister, Mrs Patricia Ekanem (aka Ms Pat), you directed my feet on these path, Thank you.

Secondly, to my supervisors, prof. Libuse Ludíková and Dr Jan Chrastina, I say a tremendous thank you and to Prof Libuse Ludíková in particular for approving my sponsorship letter which made it possible for me to complete this PhD study.

Also, appreciated are, Prof. M. Potmesil., Associate Prof. Katerina Vitaskova, Prof. Milan Valenta, Associate Prof. PhDr. Voject Regec, all, of the Institute of Special education studies, Faculty of Education Palacky University, Olomouc, for every assistance and support. Not excluding, Mgr. Dagmar Zdrahalova, and Mgr. Jana Dostalova who were always quick to respond to my mails and needs. I equally acknowledge all authors whose work I have cited and referenced in this work.

To my friend and brother, Anya Orji, Dr. Chukwudi Nwogu (a.k.a. Chu, a unique friend among friends), Dr. Orim, Samuel Orim, Orim, Mathieu A, and not the least in ranking, Dr. Joy Igoni, thank you.

Most importantly, I want to specially thank pastor Olayinka Ojo of Redeemed Christian church of God, Rehoboth parish, Prague for every support. Kate Korova and everyone who assisted me in any form to see that this dream is actualized but is not mentioned here, I appreciate you all.

My appreciation wouldn’t be complete if I do not add that the strength and resilience to complete this program and dissertation did not come from anybody except the Almighty God. Jehovah alone did this. Praise to His name.

## ABSTRACT

Several school and socio-demographic factors have been found to contribute and influence parental choice of school for children with hearing impairment. The choice of school parents make for their children with hearing impairment plays a significant role both in language and overall development of the child as well as inclusive educational development of the children in the society. However, it has been revealed that despite the global adoption of inclusive education as the most effective means of building solidarity and meeting the learning needs of all children regardless of disability, a large percentage of parents still enroll their children with hearing loss in special or segregated schools due to dis-satisfactory service delivery thereby creating more language and psychological problems in these children which in turn results in disintegration in the society. Thus, the study was necessitated to investigate school and socio-demographic factors as predictors of parental choice of school for children with hearing impairment in Akwa-Ibom Nigeria

The study adopted a descriptive survey design of cor-relational type. Purposive sampling technique was used to sample 205 participants comprising parents of children with hearing impairment. One instrument (Questionnaire on School and Sociodemographic Factors Predicting Parental Choice of School) self-developed and validated with reliability coefficients ranging from 0.76 to 0.88 was administered to the 205 participants. Two research questions were raised and answered in the study. Six hypotheses were tested at 0.05 level of significance. The data collected were statistically analyzed using Pearson Product Moment Correlation Analysis and multiple regression analysis.

The result showed that there is a total of 88 school children with hearing impairment in Akwa-Ibom State and of this number 5 are enrolled in inclusive schools and 83 are found in special schools across the State. It was also revealed that school factors {language needs ( $r=0.874$ ), teachers' quality (0.802), home-school partnership (0.685) and school facilities (0.611)} have significant relationship with parental choice of school for children with hearing impairment. It was also found that these four variables make 79% (Adj.  $R^2 = 0.790$ ) contribution to parental choice when taken together. Similarly, the result also showed that language needs, home-school partnership, teacher quality and school facilities make significant contributi to parental choice of school for children with hearing impairment in this order. Also, it was revealed that socio-demographic factors {parents' socioeconomic status (0. 556), teachers' attitudes (0. 721) and school safety (0. 617)} have significant relationship with parental choice of school for children with hearing impairment. Additionally, it was found that these three variables make 71.1% (Adj.  $R^2 = 0.711$ ) contribution to parental choice jointly. Similarly, the result also showed that school safety, attitudes, and parents' socioeconomic statusmakes significant contribution to parental choice of school for children with hearing impairment in this order.

This means that school and socio-demographic factors play a key role in parental choice of school for children with hearing impairment. Based on these findings it was recommended among others that Schools and Government should equip schools with adequate language resources as a commitment to meeting the language needs of children with hearing impairment in schools.

**Key words:** school and sociodemographic factors, hearing impairment

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background of the Study

Current perspectives highlight the importance of education in helping children with disabilities including those with hearing impairment in developing and overcoming their disability to lead independent and responsible adult life. Education empowers them through knowledge and skills development by improving their human capabilities and ensuring that they are confident, and participate actively in all domains of the society. It is customary for parents to ensure the best possible educational environment for their children with hearing impairment. Choosing a school is one of the key times when parents reflect on what is important to them in terms of their child's education. According to Urdam and Helan (2013) all parents develop expectations about their child's education based on their own experience, status and information provided by the school concerned, their children, the media and informal networks of parents. Many parents are always endeared to their children with hearing impairment and want to provide the best educational opportunities using the available resources to ensure that their vulnerable child leads a fulfilled life of independence overcoming the limitations imposed by disability. Education is considered the fundamental human right of every child regardless of ability or disability; therefore, the most common educational placement options available for children with hearing impairment in Nigeria are either public or private inclusive and segregated schools. These schools are responsible for inculcating literacy, numeracy and functional skills to children with hearing impairment as a means of empowering them for social and economic integration into the mainstream of the society.

Children with hearing impairment are those children whose disability completely or partially precludes successful processing of linguistic information through audition with or without amplification devices. Children in this category may have hearing loss ranging from mild to profound hearing loss which is often measure in decibels. This condition interferes with their social and academic functioning which impacts their overall development within the school and the society at large. This disability predisposes them to range of social and economic disadvantages and inequality that only education can help restore their status as responsible and equal members of the society (Akoni & Josha, 2015). As a result, their education is given its pride of place in the family to empower them to overcome the encumbrance imposed by disability.

Thus, in parents' commitment to provide the most appropriate education for their children with hearing impairment they face the challenge of choosing between private or public segregated

and inclusive school to ensure optimal learning outcome and satisfaction based the available resources. Parental choice of school for children with hearing impairment is one of the important decisions that ensure that their wards have access to quality education in a most appropriate learning and nonthreatening environment. Parents' decisions are critically important and serve as a fulcrum with which the education of their children with hearing impairment resolves (Kharn, 2017). It is a decision making process in which parents rationally choose the most appropriate schools from among others that best meet their expectations as well as adequately address their learning needs of their children with hearing impairment. It involves making informed decision about the most suitable educational facility for children based on certain values and in reflection of their own status, which in turn indicates their level of engagement in children's education. Thus, the ability of parents to make informed decisions about their child's placement option provide a viable opportunity for parents to take responsibility and ownership of children's education as well as afford the child the most suitable learning environment that adequately addresses learning needs to maximally function in the wider society. The principle of parental choice of school for their children is premised on the fact that parents have different values, satisfaction and evaluation of the extent to which these two educational placement options (inclusive and segregated schools) often meet their expectations vis-a-vis the overall development of their children (Adfoni & Hugh, 2017). While some parents considered segregated school as the most viable option for their children, some favor inclusive education.

Proponents of school choice argue that school choice expands parents' opportunities in the public school system by broadening the number of options available to them, increasing the likelihood of finding a school that fits, improving the quality of existing schools, and making schools more responsive to parents' concerns. Parents report either satisfaction or dissatisfaction with the quality of education their child receives in segregated or inclusive schools and this in turn inform their decisions towards a better school option (Akoni & Josha, 2015).

The effectiveness of either private or public segregated and inclusive schools has being an issue of perception and choice to many parents and among children with hearing impairment themselves (Wusart & Ahgian, 2014). Many parents in Nigeria are still of the view that special schools give their children the opportunity to maximize their potentials much more than inclusive counterpart because there is much acceptance of diversities and individual differences in special schools than in inclusive schools. The argument is that there are a myriad of challenges that hinder effective learning and development in inclusive schools especially public ones. These may include psychological barrier, lack or insufficient qualified personnel, lack of individualized attention, over concentration on academic skills rather than functional skills, equality, and a vast majority of other impediments that do not give these children a welcoming environment for full expression and

maximization of their potentials (Kharn, 2017). This is evident in realizing that many of these children drop out of inclusive schools and recede back to segregated schools because their learning and educational needs are not met as it is in segregated schools where they left giving parents a critical issue to consider in their choice of school. Thus, today there are still many special schools and few inclusive schools that offer best practices in education of hearing impaired students in Nigeria. The argument of parents is that there is no complacency in offering hearing impaired students access to inclusive schools without providing a corresponding materials, equipment, physical and social environment that develop the nascent potentials of these clients through best practices.

Segregated type of setting for these children according to (Atemola, 2009) is a system where children with disabilities are educated outside the regular schools. Proponents of segregated schools are of the view that special school avails these children the opportunity to have better understanding of themselves, their language, learn at their pace, and to build a strong community where value is given fully to their worth. Although, there has been an increase in the number of pupils who enroll in inclusive schools each year, some research studies, such as Alansuer (2004) and Aljije (2002), have found that some parents of children with hearing impairment who enroll in inclusive schools are not satisfied with the performance of their children, despite the high fees they spend on their education unlike the free education they receive in special schools. When pupil performance is disappointing and does not meet parents' expectations, this results in disaffection among parents about the quality and condition of education available for their children with hearing impairment. Parents' concerns about quality are exacerbated since, although the Nigerian government have shown considerable commitment towards the provision of inclusive education in line with global trend, these students' learning outcome remains disappointing because inclusive schools are perceived not to adequately address the learning needs of those with hearing impairment. Segregated form of education for hearing impaired students remains a viable educational option for many parents of these children.

Conversely, The world declaration on Education for All in 1990 sets out an overall vision-universalizing access to education for all children youths and adults, and promoting equity. This was to ensure that by 2015 and beyond all children with or without disabilities have access to basic education which would enable them lead successful, productive and contributing lives in the society. In a similar trend, the UNESCO (1994) sets to equalize and make beneficial educational provisions for children with special needs by advocating inclusive education as a means of bridging the differences between peculiarities among learners and creating a welcoming society where everybody is valued. Thus, the global trend in social policy during the past two decades has been to promote

integration and participation and to combat exclusion. Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights. Within the field of education, this is reflected in the development of strategies that seek to bring about a genuine equalization of opportunity.

Research demonstrated many parents are of the view that the integration of children with hearing impairment is best achieved within inclusive schools that serve all children within a community. It is within this context that their children with hearing impairment can achieve the fullest educational progress and social integration. Parents argue that inclusive schools provide a favorable setting for achieving equal opportunity and full participation of children with hearing impairment. The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities in compliance with the global best practices (UNESCO 1994). In inclusive schools, there is a continuum of support and services to match the continuum of special needs encountered in every school.

Majority of the parents want to provide their children with the best possible educational environment. Their decision to invest in children in form of education depends on a number of social, economic and cultural factors. Thus, many issues are taken into considerations by parents when choosing a school for their children with hearing impairment. Parents have different educational beliefs and values which influence the choice of school for their children. There are also constraints that may force a parent to choose a school that is less preferred, because of availability and affordability (Folari, 2012). Several school and sociodemographic factors tend to have a strong relationship with parental choice of school for children with hearing impairment. School factors are those factors that have their origin within the school with indices such as school facilities, home-school partnership, language needs of the child and teachers' quality while sociodemographic factors as conceptualized here are parameters bordering on wealth, geography, safety and other group characteristics which provide a base for parental decision making (UNESCO 1994; and Hossain & Zeitlyn, 2010). Parental and social circumstances, such as their attitudes, family socioeconomic status and safety influence parental choice of school for their children (Epstein, 2010). Parents in choosing schools for their children with hearing impairment tend to make these decisions considering the attitudes of the school towards children with hearing impairment,

school facilities, parents' socioeconomic status, school's ability to meet language needs of the child, teachers' quality, home-school collaborative partnership and safety of the school environment.

Majority of the segregated schools in Nigeria and Akwaibom State are government owned schools providing free and functional education for children with hearing impairment while inclusive may require certain amount of financial commitments (Kharn, 2017). These schools provide education for the majority of children with hearing impairment in the region. The socioenomic status of parents tends to influence their choice of either the segregated free schools or the inclusive schools that may have huge financial implications. Also parents want their children to receive a well-rounded education from special schools, with a strong emphasis on learning language skills. Parents focused on a school's curriculum and co-curricular opportunities and how the wider school community supported their children's education. The reputation of special schools for employing specially trained teachers and good teaching methods significantly influenced parents' decision making. This is not surprising considering that there is a broad research consensus that teacher quality is the most important in-school factor influencing parental choice of school for their wards (Hossain & Zeitlyn, 2010). Thus, parents prefer schools that will impart such knowledge and fundamental skills (such as language) on their children in an environment that offers surety of safety. Parents also indicate that their anti-inclusion stance is due to the fact that they fear that their child would be mistreated, harmed or ridiculed in the regular classroom while others believe their participation in core decision making in their child's education is critical to quality education (Adeyin & Joke, 2011). It is against this background that this research was conceived to investigate what predictive contribution the above mentioned school and sociodemographic factors have with parental choice of school for children with hearing impairment in Akwaibom State, Nigeria.

## **1.2.Statement of the problem**

Parents are the primary stakeholders in education of their children and wards with hearing impairment. This is because parents play a central role in the education, upbringing and are in the reins of taking critical decisions vis-a-vis the education of their children. Children with hearing impairment have equal right to education and are considered atypical children due to their handicapping condition. This peculiarity and psycho-physiological developmental pattern of these children entails that parents make informed decision about their education to ensure that their unique learning needs are addressed maximally in the most appropriate educational setting. Thus, parents are continually faced with the challenge of making the best decisions regarding choice of school that

reflect their values considering the quality of available inclusive and segregated schools, in a bid to maximize the educational opportunity for their children.

Research and experience have demonstrated that despite the global adoption of inclusive education as the most effective means of building solidarity and meeting the learning needs of all children regardless of disability, a large percentage of parents still send their children with hearing loss to special or segregated schools due to dissatisfactory service delivery thereby creating more disintegration in the society. This issue has caused great concern to the government, human right activists and local education authorities because some parents tend not to promote inclusive education on the account that most of them do not meet their expectations. Several researches in attempt to solve this issue have attributed it to conservativeness of parents which is far from the reason behind their choice for special schools. It is against this background that this study was keen on investigating the predictive contribution of certain school and sociodemographic factors to parental choice of school for children with hearing impairment. The problem of this study was that to what extent do school factors (school facilities, teacher quality, home-school partnership, and meeting language needs of a child) as well as sociodemographic factors (parents' socioeconomic status, teachers' attitudes, and school safety) predict and contribute to parental choice of school for children with hearing impairment?

### **1.3.Purpose of Study**

The purpose of this research was to investigate school and sociodemographic factors as predictors of parental choice of school for children with hearing impairment in Akwaibom State, Nigeria. Specifically, the purpose of the study included:

1. To find out the relationship between school factors (school facilities, teacher quality, home-school partnership, and language needs) and the dependent variable (parental choice of school).
2. To determine the composite contribution of the independent variables (school factors) to the dependent variable (parental choice of school).
3. To examine the relative contribution of the independent variables (school factors) to the dependent variable (parental choice of school).
4. To find out the relationship between sociodemographic factors (parents' socioeconomic status, attitudes, and school safety) and the dependent variable (parental choice of school).
5. To determine the composite contribution of the independent variables (sociodemographic factors) to the dependent variable (parental choice of school).

6. To examine the relative contribution of the independent variables (sociodemographic factors) to the dependent variable (parental choice of school).

#### **1.4. Research Questions**

The following research questions were posed to guide the study.

1. What is the total number of school children with hearing impairment in Akwaibom State, Nigeria?
2. What number of children with hearing impairment is enrolled in special and inclusive schools in Akwaibom State, Nigeria?

#### **1.5. Hypotheses**

To answer the research questions posed, the following hypotheses were formulated to guide the study

1. There is no significant relationship between school factors (school facilities, teacher quality, home-school partnership, and language needs) and the dependent variable (parental choice of school).
2. There is no significant composite contribution of the independent variables (school factors) to the dependent variable (parental choice of school).
3. There is no significant relative contribution of the independent variables (school factors) to the dependent variable.
4. There is no significant relationship between sociodemographic factors (parents' socioeconomic status, attitudes, and school safety) and the dependent variable (parental choice of school).
5. There is no significant composite contribution of the independent variables (sociodemographic factors) to the dependent variable (parental choice of school).
6. There is no significant relative contribution of the independent variables (sociodemographic factors) to the dependent variable.

#### **1.6. Significance of the study**

The findings of this research shall be of huge benefits to children with hearing impairment, parents of children with hearing impairment, school administrators and proprietors, teachers and the government. The findings of this research will be crucially significant to children with hearing impairment in the sense that it will enable school to raise their standard and quality by providing services that adequately address the learning needs of these children. School will be able to provide need-based programmes and services for children with hearing impairment.

Studying parents' choice of schools and why they choose them would enable school operators to understand and cater to their consumers' needs and preferences. Schools that seek to provide more

values than their competitors will benefit from this study by understanding parents' choice, needs and desires in order to retain customer loyalty. Through the findings of this research, teachers will be impelled to improve their quality through in-service training to equip themselves with the pedagogical skills and knowledge needed to adequately meet the learning of these children. Also government shall be instigated through the findings of this research to improve public inclusive and segregated schools that recognize and respond to the diverse learning needs of these children.

### **1.7. Scope of the Study**

This study was delimited to school and sociodemographic factors as correlates of parental choice of school for children with hearing impairment in Akwaibom State, Nigeria. It was further delimited to attitudes of teachers towards children with hearing impairment, school facilities, parents' socioeconomic status, language needs of the child, teachers' quality, home-school collaborative partnership and safety of the school environment for children with hearing impairment. Therefore all generalizations shall be made within these confines.

### **1.8. Operational Definition of Terms**

The following terms shall be operationally defined

**Children with hearing impairment:** These are children who cannot process linguistic information either partially or completely through auditioning with or without hearing aids

**Parental choice:** This is parental preference and patronage of a particular school(s) over others for meeting certain standards and their expectations.

**School factors:** These are factors that originate within the school. These include teachers' attitudes, teacher quality, language needs of the child and school facilities

**Socio-demographic factors:** these are factors bordering on wealth, residence/location, safety and other group of characteristics which provide a base for parental decision making. These include parents' socioeconomic status, safety and home-school collaboration.

**Attitudes:** This is the feelings or ways of thinking teachers and hearing pupils have about hearing impaired children which ultimately affects his/her behavior towards those children

**Learning facilities:** These are resources and equipment both electronic and manual needed in the school to facilitate quality instructional delivery and learning of hearing impaired children within the school

**Socio-economic status:** This refers to low/high income, poor educational background and location/residence of the parents of the children with hearing impairment.

**Language needs of the child:** This is the ability of the school to devote adequate amount of resources to improve language and communication skills of a child with hearing impairment

**Teachers' quality:** This is the ability of the teachers to combine and apply relevant attributes such high levels of knowledge, values, skill, personal dispositions, sensitivities and capabilities, and the ability to put those combinations into practice in an appropriate way for the overall development of a child with hearing impairment.

**Home-school collaborative partnership:** This is ability of the school to engage or involve parents adequately in all issues concerning the education of their children with hearing impairment

**Safety of the school environment:** This is a condition devoid of violence, crisis and threat to peaceful and effective teaching and learning in school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

Literatures were reviewed under the following sub-headings:

- 2.1. Attitudes of teachers and parental choice of school for children with hearing impairment
- 2.2. School facilities and parental choice of school for children with hearing impairment
- 2.3. Parents' socioeconomic status and parental choice of school for children with hearing impairment
- 2.4. Teachers' quality and parental choice of school for children with hearing impairment
- 2.5. Language needs of the child and parental choice of school for children with hearing impairment
- 2.6. Home-school collaborative partnership and parental choice of school for children with hearing impairment
- 2.7. Safety of the school environment and parental choice of school for children with hearing impairment
- 2.8. Summary of literature review

#### **2.1. Attitudes of teachers and parental choice of school for children with hearing impairment**

Parents and their children with hearing impairment always seek a learning environment that provides optimal social and emotional support essential for the child's social and psychological adjustment as well as motivation for learning. Every parent seeks a school or society that has positive attitudes towards their child and treats the child without discrimination and on equal footing with other children with disability. The affective domain of a child with hearing impairment is critically essential as it determines the extent to which the child copes with academic and life tasks generally. When the environment in which these children found themselves offers the needed affective boost, it facilitates academic excellence and overall development of the child both within the school and the society at large. This is because way in such a child is treated in the school gives him/her sense of belonging, worth and acceptance which makes the child to have a positive view of his relationship with people around and the society at large (Akunfe & Iwuru, 2015).

Lampe (2007) stated that the education of children with hearing impairment either in segregated setting or inclusive school may cause concerns to teachers which culminates in the

manifestation of particular attitudes based on their belief system, cultural creed, pedagogical competency in meeting their needs in the class. These attitudes become factor for which parental choice of school is based. These attitudes may become overt and noticeable which may generate reactions from parents depending on the interpretation given to the attitudes by parents. This in turn influences their decision on whether such a school meets their standards for enrollment of their child vis-à-vis attitudes of the teachers. There has been a paradigm shift globally regarding education policies and procedures. There is a paradigm shift from segregated educational placement to inclusive education following the UNESCO's coalition in 1994. As inclusion has seemingly become the preferred placement model for children with hearing impairment, teacher's attitudes toward children with hearing impairment, has become an important variable in creating a successful learning experience. The world research on special needs education shared the assumptions that teachers' attitudes may act to facilitate or constrain the learning experience of children with hearing impairment which to a large extent influence parental choice of school for their children (Florian, 2012). It has been recognized that teachers are at the furthest forefront in the implementation of the curriculum and the provision of supplemental and extracurricular activities for the all round development of a child with hearing impairment. Teachers are the hub with which the learning experience of these children revolves and the slightest attitudinal change goes a long way to determine the direction of learning in the class and parents are very sensitive to this situation. The success of education or organized placement of children with hearing impairment in classrooms largely depends on teachers' attitudes and their knowledge on how to properly educate them. In quite a number of studies, the attitude of teachers towards educating students with hearing impairment has been put forward as a decisive factor for parents' choice of school for their children with hearing impairment. However, teachers still have varying views, anxieties, beliefs, and preconceive misconceptions about the education of these children in the general education classroom which culminate in a wide range of attitudes (Dorsa, 2013). Research has suggested that teachers' attitudes might be influenced by a number of factors which are in many ways interrelated.

Resultantly, over the decade, children with hearing impairment continue to face challenges in many areas of their academic endeavors and these issues arise from teachers' negative attitudes towards the inclusion of these learners in regular schools (Soza 2009). Attitudes are a complex collection of beliefs, feelings, values and dispositions which characterize the way we think or feel about certain people or situations. People's attitudes are a product of life experiences, including the relationships we build with other people around us. Attitudes are basic and pervasive aspects of human life, (Harvey, 2010). Attitudes are very important in human beings in different ways including decision making, reacting to events and making sense our relationship with other fellow

human beings. Harvey clarified this by stating that our attitudes are made up of the groups of feelings, likes, dislikes, behavioral intentions, thoughts, feelings, and ideas we all have about the people and things we encounter in our everyday lives. Attitudes are a combination of beliefs and feelings that predispose a person to behave a certain way. Many parents are so concerned with the type of attitudes teachers have towards their children with hearing impairment therefore consider attitudes essential in choosing a school for their wards.

In the light of the above, one of the most significant constraints to successful inclusion of these children is negative attitudes of teachers. Classrooms are now becoming more diverse with respect to students abilities requiring improved classroom management skills, knowledge and competence in providing need-based education to learners with hearing impairment. This increased classroom responsibilities incites negative attitude form teachers which ultimately hamper successful learning experience by these children. It is reported that regular classroom teachers do not hold supportive attitudes towards educational inclusion and this has significant impact on the choice of school by parents (Muir, 2011 & Lampe, 2007). If regular education teachers in some schools do not accept the education of these students as an integral part of their job, some in other schools (often the special educational needs teacher) takes responsibility for these students. This ultimately results in parents transferring their children from such a school to another with more positive attitudes towards the child.

Attitudes of teachers towards children with hearing impairment are considered a central factor for parental choice of school for these children. Several studies reported that teachers do not hold supportive attitudes towards these children in the classroom (e.g., Minkeet, 2006; Reite, 2008). The children may report this to their parents and their reaction may include withdrawal of wards for fight for justice and equity. Florian (2012) reported that many general classroom teachers in Nigeria resist including children hearing impairment in their classes believing that inclusion interferes with the quality and effective education of other students without disabilities. In another study by Okoi and Kire (2013) it was reported that many parents withdrew their children with hearing impairment from inclusive schools back to segregates schools on consistent report of negative attitudes from teachers towards their children. Parent lamented that the disability of their children brings discrimination and unfair treatment to their children in classroom, and called for re-orientation of inclusive education teachers. A study conducted by Sideri and Vachou (2006) on influence of teachers' attitudes on parental choice of school for children with hearing impairment revealed that parents are very sensitive to attitudes of either teachers or peers to their children with hearing impairment, and consider that a prime factors influencing their choice of school. The study further

revealed that regular education teachers hold a number of restrictive as well as conflicting beliefs towards children with hearing impairment. These teachers reported that although educational inclusion is necessary as a means of improving the way ordinary school functions and reducing the marginalization and stigmatization of students with hearing impairment, special segregated education is more important as a means of providing a secure and protective shelter to these students and as a way of covering a number of ordinary education's deficiencies. They concluded that such unsupportive attitudes of teachers make many school not to meet the expectation of parents and do not enroll their wards in such schools.

In Agwara's (2009) study on parental choice of school for children with hearing impairment revealed that most parents patronized segregated school with the reason that teachers in special schools have positive attitudes towards their children with hearing impairment and are committed to overall development of these children. Parents noted that most teachers in inclusive schools are yet to come to terms with inclusive mandate. The author further revealed that teachers in Calabar South generally do not support inclusive education. First, parents identified problems which teachers encounter in the implementation of inclusive practices in their classrooms. Moreover, they indicated that teachers lack sufficient resources, expertise or training on inclusive education. In conclusion, teachers were seen to be unprepared to teach children with hearing impairment in their schools. This makes parents not to send their children with hearing impairment to such schools because the role of a teacher in a child's education cannot be overemphasized. Recommendation was made that appropriate resources for teaching should be provided for teachers in inclusive schools and teacher should recognize the ability of every child to learn with emphasis on the child's strengths rather than his or her weaknesses.

Heflin and Bullock (2011) surveyed special and general education teachers' attitudes toward students with hearing impairment. Their study found that teachers' attitudes were negative on the basis that there were: inadequate support and training, non-proportional ratios (more students with hearing impairment in classrooms than normally would be), teachers feeling unprepared to meet academic needs of students with hearing impairment, the stress and inability to sign to the child, and too much extra time adapting the curriculum and collaborating with sign language interpreters. Overall, the results of this study showed that the special education and general education teachers agreed that there were benefits to inclusion, but they also agreed that not all adaptations were being made and that not all students' needs could be met in the general education classroom. They noted that these inadequacy result in negative attitudes towards these children. The teachers reported that many parents have withdrawn their children from their school to other schools with a more welcoming environment.

Parents reported that many teachers have not been favorably disposed to the task of teaching children with hearing impairment in their classroom and that serves a warning sign to them in choice of school for their children with hearing impairment (Center & Ward, 2013). Their concerns include the amount of individualized time these children might require, possibly to the detriment of other students; poor academic performance of the students, the difficulty in teaching them; lack of adequate support services; and teachers' concerns about deficiencies in their own training and preparation in the skills required to support inclusive educational practice. Teachers' negative attitudes were additionally influenced by the severity of the hearing loss they are asked to accommodate within their classroom. Center and Ward noted that parents concern was that while the majority of teachers expressed a generalized agreement to teach these children, when asked specifically about their own willingness to include students with hearing impairment within their classrooms; they were not willing to accept those with hearing impairment. Parents noted that in such a circumstance they go to another school and make such a survey before enrolling their wards because they want the best learning environment for their children.

In Forlin's (2013) research the degree of acceptance for part-time integration was high for children considered to have mild or moderate hearing impairment. The majority of teachers (95 per cent) believed that mild hearing loss children should be integrated part-time into mainstream classes, and only a small number of teachers (6 per cent) considered full-time placement of children with profound hearing impairment as acceptable. Forlin's findings indicated that the degree of acceptance by teachers for the placement of children with hearing impairment in mainstream classes declined rapidly with a converse increase in the severity of the hearing loss, and placement should be part-time rather than full-time. It was concluded that the parents always feel disappointed when their child is denied admission on account of disability.

Macar (2010) reported that parents patronized schools where teachers welcome their children with hearing impairment and treat them positively like other children in the classroom. Parents noted that any school in which it is known that its teachers have positive attitudes towards children with hearing impairment have many of those children enrolled in the school. This is an indication that attitudes of teachers towards children with hearing impairment correlate with parental choice of school for the children. Parent further reported that such teachers treat these learners equally as others, both nondisabled learners and learners with hearing impairment are educated together at the same place, and sit for the same tests and exams as the regular pupils, played together, shared same desks and those with hearing impairment are given individualized and supplemental lessons. From such integration the learners with hearing impairment are provided with opportunities to interact

purposefully with their mainstream peers, foster better social integration and enhance the learning experiences for children.

Ogbenga (2009) revealed that many parents enrolled their children with hearing impairment in schools where their teachers show positive attitude towards them. Parents noted that one of the factors that influence their choice of school for their children is the attitudes of the teachers. This is because when teachers have positive attitudes towards these children, helps in meeting the emotional and psychological needs of these children in the classroom thereby contributing significantly to the child's success in the school. Brooks (2014) noted that positive teacher-student relationship and also a subjective understanding of the student as an individual with feelings, emotions and attitudes are very important factors for parents in their choice of school for children with hearing impairment. Parents affirmed that their children often feel lost and frightened because they have suffered years of despair, discouragement and frustration caused by some teachers. They frequently experience feeling of rejection, failure and hopelessness that affect every subject they study in school when teachers do not like and encourage them. Thus, teachers always fail to realize that hearing impairment influence every aspect of the child's world. Any school where teachers do not support their child's learning cannot have their patronage; rather they enroll their kids in school where teachers are committed to their child's future. Parents noted that it is the responsibility of the teachers to educate peers and collaborate with other personnel such as sign language interpreters to build self-concept and self-esteem of these children to ensure effective learning. The author concluded that teachers are to accept these children as human worth of respect in spite of their hearing impairment and help them to learn as much as possible. Because the student lives in continuing atmosphere of rejection and loneliness, the relationship with the teacher should provide a new atmosphere of confidence and developing the learning skills of these learners. But is not uncommon to see teachers dismiss these learners as misfits, consequently, neglecting them in instructional delivery thereby giving a source of worries to parents.

Ali and Jelas (2016) examined attitudes of teachers and parental choice of school for children with hearing loss in Makurdi. The finding shows that in general, some teachers have positive attitudes towards these children and as a result many parents tend to send their hearing impaired children to those schools. Conversely, the study also revealed that these children would not be accepted by some teachers; not even to air out their concern to teachers as they are not carried along during instructional delivery. Some teachers are oblivious of the educational needs of these learners. These negative attitudes contribute increase withdrawal of these children from the regular school programmes. Farrel, (2013) discovered in his research two general attitudes of regular teachers

towards children with hearing impairment. Firstly, regular teachers shift the responsibility of teaching learners to resource room teachers (if available) and as such no instructional adaptation to enhance accessibility of the learning material(s). Secondly, they see these children as a disturbance to the class and causing distractions which delays course completion. Therefore they choose to ignore their presence and concentrate on the normal children. The author noted that these are the concerns of parents and parents condemned negative attitudes and encourage positive attitudes of teachers as this is key in their choice of school for their children. Parents consider attitudes of teachers as the most important factor in education of their children with hearing impairment.

Kambiaso and Gatzier, (2018) conducted a study on teacher-hearing impaired children relationship: Parental concerns in inclusive schools. The study revealed that many parents are concerned that majority of the regular teachers are not even aware of the nature and causes of hearing impairments as well as the learning needs of these category of learners. Parents frown that teachers often ignore their children during instructional delivery. Teachers cannot meet the learning needs of these learners and this significantly reduces or makes poor the educational outcome of these learners. It was concluded that many parents are not satisfied with the services many teachers offer their children in school. When parents are dissatisfied with teachers' services they often withdraw from PTA meetings and eventually withdraw their wards and enroll them in schools that meet their expectation. Another group of researchers (Odei, Saimo & Kedira, 2010) conducted an empirical study on factors that influence parental choice of school for children with hearing impairment. They reported that parents are concern that their children face the following attitudes in the schoolsystem: discrimination, isolation, neglect, marginalization, intellectual devaluation, peer rejection, indifference sympathy and loneliness. They reported that teachers and students alike show great variability in their attitudes toward these children. They found out that some visually impaired children with low self-determination skills and intrinsic motivation which further tantamount to parents withdrawing their children with such schools and enroll them in school where teacher have positive attitudes towards them.

In a study conducted by Heflin and Bullock (2011) parents revealed that teachers showed little disagreement about the inclusion of children with hearing impairment perceived as having mild difficulties, since they were not likely to require extra instructional or management skills from the teacher. In this study parents, also revealed that teachers had a common uncertainty about the suitability of including children with hearing impairment that in various ways posed additional problems and demanded extra teaching competencies from teachers. Also the author revealed that teachers were unanimous in their rejection of the inclusion of children with hearing impairment (regarded as being too challenging a group and, at the time of the study, normally educated in special

schools). This category was considered to have a relatively poor chance of being successfully included. Parents noted that such attitudes of teachers influence their choice of school for their children with hearing impairment. Parents further revealed that they experience great difficulty in finding a school that meets their expectation vis-à-vis attitudes of teachers.

Mungu (2017) noted it has become a common knowledge to parents that children with hearing impairment are exposed to a spectrum of social pathology in the form of abusive languages, dehumanization, withdrawal, stigmatization, stereotypic beliefs by untrained teachers. Social pathology encompasses a wide range of negative attitudinal disposition such human right violations, disdain to human dignity, devaluation, and other negative attitudes that not morally and socially accepted in the society. This situation helps parents to consider carefully those schools that would meet their desires for their children. The author noted that teachers' attitudes have a strong relationship with the choice of school for these children by their parents.

Nchedo (2012) stated that social interaction in inclusive setting has featured in most special education literature and a high percentage agree that attitudinal dispositions towards children with hearing impairment is a major hindrance to successful inclusive education of these learners, consequently, hindering access and quality education for these clients. Hearing impairment is one of the low incidence disabilities and it attracts attention from teachers and students as well as the society at large. The result of this is a defeat to social, affective and cognitive development of these learners as well as success of inclusive education for them. Research by Atoka (2013) revealed that 79 percent of parents withdraw their children with hearing impairment from regular schools to special schools where understanding and awareness of learners' diversities is strictly established. Parents call for positive attitudes and decry that government should mete outretributive sanction to any teachers who obviously show negative attitudes towards these children in order to make all schools accessible to all children regardless to disabilities. This is an indication that parents greatly consider the attitudes of teachers towards these children. In spite of benefits of inclusive education, negative attitudes of teachers towards these children can make parents withdraw their children back to segregated school.

In the same vein, parents believe that there are certain derogatory beliefs and perception teachers who are not well trained have towards children with hearing impairment in an inclusive setting. The philosophy of inclusive education is that all learners with or without disabilities receive educational provision in the same learning environment. This means these two communities of persons come together in a common interface. On the contrary, teachers manifest various ridiculous behaviors towards them resulting to poor learning outcome in an inclusive setting. Some teachers

believe that hearing impairment is a consequence of abominations committed by parents and do not want to share in the consequence by associating with them. Such a wide range of negative attitudes are critical issues parents consider when choosing a school for these children. While parents enroll their children in schools with more positive attitudes, they withdraw their children from schools with negative attitudinal predisposition

In a study conducted by Soho, and Barker (2011), results indicated that teachers' attitudes towards hearing impaired children have relationship with parental choice of school for children with hearing impairment. In this study, over half of the parents surveyed revealed that they cannot enroll their wards in school without teachers who are committed to their children academic and social development. Parents further revealed that teachers with the most negative attitudes were the ones who had the least amount of training and experience with working with students with special needs. The teachers with more negative attitudes expressed their concern with the impact students with hearing impairment would have on their classroom environment, their inability to instruct, and communicate effectively to them. This constitutes huge worries to parents in their choice of school for these children.

## **2.2. School facilities and parental choice of school for children with hearing impairment**

There is a recent growing concern of parents particularly high class parents over the availability of learning facilities in school. Parents have recognized the benefits of school facilities in facilitating their children's learning and fostering their social adjustment. This has attracted robust research on the importance parents place on school facilities and the extent to which this influence their choice of school for their children. Tella (2007) noted that parental preference for schools with the needed facilities for learning is greatly dependent on the income level of the parents. The author noted that though parents prefer schools with the needed facilities, their choice depends on their socioeconomic status. Some parents prefer moderate schools with basic facilities they can afford for their children while those in lower socioeconomic status prefer schools where such things do not exist or where they have access to free education for their children.

Roseti (2009) noted that school facilities has become essential tool in today's information age, makes a dramatic impact on the lives of people through education, research and development in the global perspective, as a strategy for empowering schools to achieve sustainable development goals for all children especially those with hearing impairment. Roseti stated that it has proven to be catalyst for improving access to quality education with is the mantra of UNESCO. Studies revealed that, over the past decades in the field of Special Education, there has been a concerted ongoing push and crusade on the provision of quality education through the recognition of the prominent role of facilities to improve the learning outcome of children of hearing impairment (Jedeskog, 2005).

According to Tella (2007), this is because learning facilities like ICT can be used in kindling these students' interest, enhancing recall of previous learning, providing new stimuli, activating learner's response, and providing systematic and steady feedback, consequently, promoting quality teaching in the classroom. It provides opportunities to stimulate learning and increase motivation that enables teachers and these students to interact productively within the classroom, neighboring communities and global economy in a wider and higher scope.

Adequate provision of learning facilities is the fulcrum for special education service delivery. Special education is equipment-driven and the use of assistive technology is the conduit-belt for the effective delivery for children with hearing impairment whose disabling conditions require modifications such as amplification of sounds, learning of language etc to lead a normal and socially useful life. The dearth of instructional facilities constitutes a big clog in the wheel of special education service delivery in Nigeria thereby influencing parental preference of school for their children. Parents of these children are of the believe that just as the technician cannot work without his tools so special educators and learners cannot function properly without the requisite facilities, equipment and/or assistive technology and they have strong correlation with choice of school for children by parents who are financially capable (Quar, 2005 & Roseti, 2009). The reasons for this challenge would include the fact that technological devices are not locally made meaning they are not readily available and where they are eventually imported, they become too expensive for individuals and the underfunded schools to afford. This is the reason why some parents would opt for expensive schools outside their environment that have these facilities for their children.

Individuals hearing impairment utilize a variety of facilities that provide them with improved accessibility in numerous environments. Most devices either provide amplified sound or alternate ways to access information through vision and/or vibration. These technologies can be grouped into three general categories: hearing technology; alerting devices; and communication supports. Within each main category there may be subcategories based on different purposes or intended audiences when utilizing the technology. The overall goal of all of these devices is improved accessibility to information most people gain through their hearing. Depending on their needs in specific situations, hearing impaired children may require these facilities (Quar, 2005). While many parents who are well to do in the society consider availability of these facilities when choosing schools for their children those who are financially incapable may opt against these schools. The author noted that either way, availability of facilities in a school is a factor parents consider before choosing schools for their children. The availability of facilities like assistive learning devices (ALD) often attracts high class parents and repulses those from low class owing to the financial implications. These devices typically are used to improve the signal-to-noise ratio in any given situation. In addition to

increased volume, ALDs provide the listener with a direct connection to the sound source and help minimize the effects of background noise, distance and room acoustics. There are both individual ALDs and public or large group ALDs. All ALDs utilize a transmitter that sends a person's voice or other sound source to a receiver that distributes the sound evenly throughout a room such as in theaters and churches or directly to an individual. Sound is transmitted in four primary ways: Frequency Modulation (FM); Infrared (light); Induction Loop (electromagnetic); or through a direct connection. Some hearing aids have a special connection option called Direct Audio Input (DAI) that allows the user to connect directly to an FM system or Induction Loop receiver. In many instances, one can even connect directly to other devices such as a computer, TV, MP3, iPod, or radio (Autor & Hugh, 2016). These devices add quality and expenditure to children's learning. Autor and Hugh (2016) reported that only parents in high socioeconomic status enrolled their children with hearing loss in such technologically driven schools while those in low socioeconomic status patronize public schools. The authors noted that availability of facilities in schools is important factors in their choice of schools for their children with hearing impairment.

The availability of these facilities provides parents with a range of opportunities to choose from for their children which is a reflection of their income level. Some parents are of the view that a great deal of language can be acquired through the sense of sight in the case of the deaf (Anderson, 2012). In the light of the above, the use of learning facilities that appeal to the sense of sight becomes justifiable in language programmes for hearing impaired children because as result of their defective auditory channel, they are made to be visual learners. In teaching hearing impaired students, teachers cannot just explain some materials without using visual tools because it can be difficult for such students. Teaching language is not an easy task and it needs to be interesting enough to remove the abstractness and arbitrariness of language as well as the anxiety of the learners. Teaching language to hearing impaired children becomes monotonous when the language teachers are compelled to rely on abstract explanation and text books as the only source of language input. For this reason, language teachers tend to adapt different resources to teach language more effectively and more interestingly. Some parents in this noted when these facilities are not available then such a school should not admit children with hearing impairment that really solely on visual facilities for learning. Thus, for well informed and capable parents, school facilities are considered as prerequisite for the enrollment of their children with hearing impairment in any school.

The primary purpose of the teaching and learning process is to bring about in the learner desirable change in behavior through critical thinking. This process does not take place in a vacuum but rather in an environment structured to facilitate learning. Stoner, Freeman and Gilbert (2016) stated that learning facilities constitute the major components of both direct and indirect action

elements in the environment of learning. Several studies have shown that a close relationship exists between the learning facilities and parental choice of school for children with hearing impairment. Nwagwu (2018) and Ogunsaju (2017) reported school facilities influence parental choice and stated that parents maintained that their choice of school for their children bears direct relevance to the availability or lack of learning facilities and overall atmosphere in which learning takes place. School facilities consist of all types of equipment for academic activities, educational games and other ICT facilities and facilitate learning. They include equipment such as, hearing aids, computers, internet, projectors, reading, math, writing devices, tape recorders audio books and other standalone and integrated educational resources use bridge the gap between their potentials and expected achievement. These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school.

Fortunately, the emergence of technology has brought new hopes and opportunities for learners with hearing impairment. The rapid evolution of a vast range of newer digital technologies has made the role of such assistive technologies, in educating deaf children, even more crucial than ever before. For instance, the adoption of visual forms of ICTs (e.g., immersive multimedia, 3D animation, virtual reality and video conferencing) within educational settings can facilitate the acquisition of language, increase learner motivation and engagement, and enhance teacher training (Hameed, 2017; Passey, 2014). Today, the emergence of technologies has opened great opportunities for promoting language acquisition of students with hearing impairment. These technological tools have a great potential to enhance the quality of education and this by adopting appropriate techniques suited to the learners' abilities. Through technology, various Computer Assisted Language Learning (CALL) programmes are developed and designed for aid hearing impaired children develop proficient language skills. Passey (2014) stated that parents of children with hearing impairment in developed world and high class parents in developing countries embrace technology in education of their children and offer their children greater opportunities of having their education in technology driven classrooms while poor parents may not be able to afford their children basic learning materials let alone sending to technology driven school. Passey concluded that facilities influence parental choice while they attract those who can afford the bills, they become opportunity cost for lower class parents.

Learning facilities are the material resources provided for teachers and students to optimize their productivity in the teaching and learning process. The realization that the transfer of knowledge does not only take place in the four walls of the classroom from the teacher to the students but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning

facilities that reflect these changes (Nwagwu, 2018). Parents in this study noted that learning facilities offer their children learning flexibility and help them flexibly get involved in their child's learning. Parents noted that the quality of the products (students) bears a direct relationship with the quality of the facilities deployed in the process of the production. This demands that state of the art facilities are provided in schools to prepare school leavers for life in the global village to offer flexibility to both hearing impaired learners and their parents thereby maximizing their learning. Similarly, Bale and Halor (2014) investigated the relationship between school facilities and parental choice of school for children with hearing impairment. The findings revealed that school facilities have significant relationship with parental choice of school. The authors reported that school facilities has a strong correlation with the amount of tuition fees, and noted that the availability of school facilities for children with hearing impairment is directly proportional to tuition. Parents who cannot afford high fees rather consider cheaper school which may likely have little or no facilities for quality learning.

Learning facilities promote quality education and effective teaching-learning atmosphere for both student and teacher. They have the ability of inspiring and engaging the students in learning to link the school experiences to the work practices; improving, enriching and perpetuating skill; creating economic viability for future workers; providing transformative changes in schools; bolstering teaching and creating a window for strong connection between the school and the external world (Aaron, 2013). Many parents indicated that adequate provision of learning facilities for these children offers educational opportunities and environmental readiness for classroom instruction (Quar, 2005 & Roseti, 2009). Parents considered computer as one of the modern technologies that promote effective language learning of the hearing impaired children (Kuder, 2013). It provided them with valuable opportunities to acquire extensive vocabularies, various kinds of knowledge appropriate to their capacities, readiness and needs, since the range of software provides different stimuli that invoke their interest, attract their attention and motivate them to learn through stable and moving pictures, attractive colours and the interesting movements and animation through video clips. Furthermore, the prompt enhancement provided by such software increases the learners' efficiency according to their capacities, readiness and reprimands in order not to repeat mistakes. These software packages are based on the principle of self-learning, which takes individual differences into account and enables the students to learn each according to their own pace to improve achievement and learning.

Jaballah and Jemni (2013) noted that more essentially, these facilities play a greater role in generating of knowledge and processing classroom instruction for problem solving and further exploration. For example the advancement in technology makes learning games suitable solution to

stimulate the learning interest of these hearing and impaired children and makes the learning process more meaningful and enjoyable. Parent through interview claimed that these games aim essentially to foster and promote the vocabulary acquisition for hearing impaired learners in both signed and spoken languages. Parents asserted that primary reason for educating their children is acquisition of competent language which is easily learn through various technology. More specifically, MemoSign would offer an additional support to learn the sign language and renders its notations' content in visual-gestural modality through a 3D signing avatar. For students with severe hearing impairment, the use of computer animated avatars within educational contexts is proving to be successful and holds particular promise. The 3D characters can act as a powerful language learning medium for deaf learners to display knowledge in sign language and make instructional materials completely accessible to them (Kipp, 2011, Jaballah & Jemni, 2013). Besides, by appearing on screen as embodied entities, whether humans, or anthropomorphized characters and animals, these graphical entities can increase effectively learners' attention and motivate them to keep interacting with the content presented (Mahmood & Ferneley, 2016). Such education ware provide an array of powerful tools and resources that can help in transforming the present isolated, teacher-centered and text-bound classrooms into technology enriched, student-focused and interactive knowledge environments and enhancing understanding of lesson contents. Kipp (2011) noted that the society comprised of the poor and the rich and stated that schools that are technology driven are not patronized by parents who cannot afford such education. While many parents struggle to provide a three square meal for their child, many can afford the best of education for their children.

Gbenga, (2017) in his study found that school facilities strongly correlated with parental choice of school of children with hearing impairment. The author stated that although learning facilities give good opportunities in terms of learning efficiency and quality teaching, they are not meant for all classes of children and are not accessible to all classes of parents. All parents would have preferred and give their children with hearing impairment the opportunity to access quality schools that have adequate facilities that aid their children's learning and development, many parents because of their financial standings would choose schools without these facilities to ensure that their children stay in school graduate. Though these facilities provide opportunities for greater flexibility, interactivity and accessibility for engaging teaching and learning at the individual level, (which all parents always desire for their children), many parents ignore these important qualities and choose for their children schools without these facilities, to ensure that their children complete school. Anderson (2012) further noted many parents acknowledged that even parents from all socioeconomic classes, geographical location, belief system agreed that schools with good facilities strongly influence their decision when choosing schools for their children whether they have what it takes or

not. While those who cannot afford the bills of such school noted that they consider that because they cannot send their children to schools they cannot pay their children's tuition and ensure that he/she completes school. They agreed that school facilities also influence their decision every parents desire that the child has uninterrupted schooling and complete when peers graduate. It is great responsibility to know what facilities a school has and the financial implication and match that with your financial status before enrolling your child in such a school so that you do not build frustration in their life as he/she is been kept of school for inability to pay tuition fees.

Enu (2009) stated that parents agree that availability to learning facilities in a school can be powerful factor that influence their choice of school. Many parents have the knowledge that their child with hearing impairment needs these facilities for academic and social development more than those without such a disability. This is because facilities like assistive Technology (AT) are software and technology which helps children with hearing impairment to overcome the additional challenges they face in learning. For example, switch-operated software, onscreen keyboards and mouse alternatives are all types of assistive technologies. A number of studies have shown that technology can enable students to overcome barriers to learning and develop positive relationships with peers and teachers. Enu reported that they had higher expectations of students' sociability and level of participation since the introduction of ICT devices. It was noted that such facilities are very expensive and couple of schools that may have them give parents huge concern because such schools are unaffordable and limited to parents from elite class. Parents who can afford the bills would desire schools that provide their children with all the necessary experience that facilitate his/her language development. For example many parents go for schools with good software such as copycat.

CopyCat is an interactive educational video game to develop American Sign Language skills (ASL) in younger children. Using gesture recognition techniques, CopyCat allows deaf child to communicate with the computer using ASL and encourages them to practice signing in an enjoyable way (Henderson, 2015). CopyCat refers here to Iris, the main character of the game. Iris is a white cat whose kittens are hiding in the backyard. The player's role is to help Iris find her kittens by signing a phrase such as "Black kitten under the chair." The game interface includes a tutorial video demonstrating the correct signs, live video (providing input to the gesture recognition system and feedback to the child via the interface), and Iris the cat, to execute the child's instructions. It should be noted that, before playing the game, the child must wear colored gloves with wrist-mounted accelerometers and sit in front of the computer equipped with a video camera for the computer vision recognition system. It is worthy of note that rich parents are interested in what facilities and technologically driven the school is before enrolling their children.

In study conducted by Malie and Gafar (2014) showed that many parents consider schools with good learning facilities and prefer the best for their children with hearing impairment. This is so because these children need more to ensure their integration into the knowledge driven society. Parents with money give priority to schools with good facilities such as video game with sign language. Literate parents contended that video technology paired with embedded or live sign language as a way of increasing students' vocabulary and comprehension has become a 21<sup>st</sup> century development in teaching language to hearing impaired children and parents. The author added that in some instances, sign language is included within the video and classroom teachers use sign language to elaborate on the material either before or during viewings. Animation offers great control over parameters that can be adjusted to optimize ASL discourse eloquence. For example, the speed of signing motion can be adjusted to the ASL proficiency of the user, which is of great importance for children who are learning ASL. The point of view of the virtual camera that renders the signing character and the location of the character in relation to the background can be optimized to minimize hand/face occlusion and to enhance sign clarity. As a third example, the signing character can easily be changed by selecting a different 3-D model. Video ASL annotation cannot provide this level of flexibility (Golos & Moses, 2011). Schools with such facilities top the chart in parents' priority because they consider the language development of their children highly important and as a factor for choice of school.

The provision of learning facilities in schools by government and other concern agencies leads to significant expansion of education and pedagogical outcome which are beneficial to both teachers and students with disabilities. When used appropriately, can help to strengthen the importance of education to increasingly networked society, raising quality of education by making teaching and learning an active process connected to real life (Zaman, Shamim & Clement, 2011). In this context, learning facilities represent a new approach for enhancing the dissemination of instructional information and helping to meet these challenges. They include the use of at least a adapted traditional classroom resources, hi and low tech resources, computers and the Internet as well as computer hardware and software, networks, and a host of 21<sup>st</sup> century devices that convert information (text, images, sounds, and motion) into general digital formats (UNESCO, 2010). Technology has steadily risen to become a critical tool in education as a 21<sup>st</sup> century learning facilities for children with hearing impairment. However, despite its ability and significance in supporting the development of school children, parents have struggled to offer their children opportunity to access the benefits of these facilities as result of digital divide. While those with money choose these schools, poor parents send their child to school where they are cut off from the fortune of these facilities. On this basis, UNESCO (2010) found that, classroom use of teaching and

learning plays a unique and complementary role in technological literacy, knowledge deepening, knowledge creation, teaching pedagogy, professional development, curriculum and assessment, and school organization and administration.

Wiska and Sala (2014) noted that the availability of learning facilities in the school provide a wide range of options for parents in their choice of school for their children. The author noted that many parents with hearing impaired children send them abroad where they have access to these facilities because the local schools do not have them. It is vital for schools to meet the expectation of parents by providing the needed facilities for their children's education as this is a key factor in their choice of school for children. Nowadays, with the expansion of knowledge, advancement of technology as well as globalization issues, the profession 'teaching' becomes a central figure and most challenging, for it requires new planning and technological adaptation to cope with cultural dynamism. Schools are required to ensure availability of these facilities and train their teachers on effective use of them in the class as this is their selling point to parents who can afford good education for their children. Teachers are implementers, and thus need to learn and apply new technologies into their classroom instructions to ensure quality teaching and learning for these struggling learners while children with hearing impairment are provided with these aids to enable them participate and benefit maximally from education provision (Wiska & Sala, 2014, & Gilbet, 2012). Adequate provision of learning facilities such as ICT resources has become a major concern in the school system as a means of meeting parental expectations and standards.

Lowel and Andizhan (2018) conducted a study on what parents want in schools for their children with hearing impairment. The study revealed that parents understand and recognize the relevance of learning facilities or ICT in concretizing learning objectives to their children because of their condition. However, many schools do not have these resulting to poor leaning outcome among their children. They attributed the poor academic performance of their children to lack of learning facilities which essential for the learning of such children. Parents from experience revealed that teachers are often faced with challenge of how instructional objectives could be transformed, conveyed and imprinted in learners with disabilities in different forms other than the traditional auditory or abstract format which has produced poor academic performance among these learners. Similarly, Hassan (2009) confirmed that teachers often teach and re-teach to no avail. These learners do not grasp the concepts making the efforts of these teachers be ineffective and useless.

Anderson (2012) also noted why some parents choose schools with adequate facilities is because visual resources are the medium of language acquisition that employs the eye-gate to reach the mind. Parents recognize that a great deal of language can be acquired through the sense of sight

in the case of the deaf. In the light of the above, the use of facilities that appeal to the sense of sight becomes justifiable in language programmes for hearing impaired children because as result of their defective auditory channel, they are made to be visual learners. In teaching hearing impaired students, teachers cannot just explain some materials without using visual tools because it can be difficult for such students. Teaching language is not an easy task and it needs to be interesting enough to remove the abstractness and arbitrariness of language as well as the anxiety of the learners. Teaching language to hearing impaired children becomes monotonous when the language teachers are compelled to rely on abstract explanation and text books as the only source of language input. For this reason, parents always consider the availability of learning facilities in a school before enrolling their child in the school because resources for language teaching to the hearing impaired children can be helpful tools in the language classroom. Mannan (2015) pointed out they ‘help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make language learning more concrete, effective, interesting, inspirational, meaningful and vivid.

Egua (2012) noted that learning facilities is a great factor of consideration by parents who value and are able to offer their child opportunity to develop beyond their limitations. Thus, the choice of schools depends largely on social class and the awareness of this advancement in education of children with hearing impairment. Many educated parents recognized that technology can help these children overcome many of their learning difficulties, so they can be included in lessons, and access a wider curriculum. For example, access devices can help learners to use a computer, and enable them to access the same curriculum as their peers. Software designed to meet a student’s particular needs can also help to motivate him or her. For students with hearing impairment technology is one of the only ways to ensure they can make their thoughts and needs known. For them, access to appropriate ICT-based solutions provides perhaps the only chance of participating in information society and realizing their full potential as special needs learners. He further stated that research evidence about how learning facilities can support inclusion includes the following key benefits:

- enables greater autonomy for learners
- unlocks hidden potential for acquisition of communication skills
- promotes practice that reaches beyond the school into homes and the community. Teachers can maximize the impact of learning facilities in inclusive classrooms by:
  - understanding the potential of learning facilities to support learners with special needs
  - Training classroom assistants in how software or devices can be used
  - Tailoring and adapting tasks to suit individual students’ abilities and skills

Schools that seek to provide more values than their competitors study parents' choice, their needs and desire in order to retain customer loyalty. According to Hawkins (2017), satisfied customers are profitable in the long run, which is why it is very important for school businesses to meet the needs of both parents and children. Parents who can afford this type of education for their children, patronize schools with these facilities while the poor ones go for the ones they can afford for their children. Either way, facilities constitute essential factor in parental choice of school for their children with hearing impairment.

### **2.3. Parents' socioeconomic status and parental choice of school for children with hearing impairment.**

Parents' socioeconomic status is a critical factor of consideration in parental choice of school for children with hearing impairment because schools that provide educational services for children with hearing impairment vary in quality from those of low quality with dilapidated facilities to affluent schools that provide quality educational services that comply with global best practices in education of children with hearing impairment. Parents make choice of schools for their children to reflect their income level. Parents' socioeconomic status is a central element which expands and strengthens school choice. Despite the relatively high degree of equality of opportunity in many countries, parents' socioeconomic status still plays an important role in choice of schools for children affirming the fact that the quality of school a child with hearing impairment accesses largely depends on the income status of the parents. While it is common to observe that affluent parents enroll their children in affluent private schools to reflect their status, poor parents send their children to public schools that mostly offer free education which are often characterized by poor quality (Breen, 2014). A study Andril and Dhono (2012) considering the life course variation of parents' socioeconomic status stated that changes in choice of schools for children. These studies, however, also shed light on possible variation in the importance of different parental socioeconomic characteristics over the individual's life course and how this influence their choice of schools for children. There was agreement that as parents' socioeconomic status strongly correlated with parental choice of school for children with hearing impairment as their income changes also reflected a corresponding change of schools for their children from low class to high class schools and vice versa.

Parents' socioeconomic status plays a significant role in children's educational development and attainment. The socio-economic status (SES) occupied by a family in a given society impacts their ability to pay for school and school supplies as well as attitudes within the family towards education, especially in education of children with hearing impairment. In a society open to social mobility, the quality of education these children access greatly reflect social mobility of their parents

(Kane & Ayit, 2011). Social mobility is the degree to which an individual's family social status (particular socioeconomic status) changes throughout the course of their life through a system of social hierarchy or stratification. Consequently, the degree to which parents change their socioeconomic status affects their choice of school and the quality of schools children of these parents access. Vertical social mobility which refers to changes in the position of an individual or a group along the social hierarchy influences parental choice of schools from schools that lack adequate learning resources and poor academic to high class schools. It involves the movement of people from a lower position to a higher position of hierarchy and verse versa. It involves change within the lifetime of an individual to a higher or lower status than the person had to begin with. For example, if a factory worker becomes a medical doctor, a lawyer or holder of a doctorate degree, the person has fundamentally changed his position in the stratification system. Likewise, a woman from a very poor background who weds a wealthy businessperson has also moved up the social ladder and these changes result in changes in income and parental choice of schools for children.

Nzewunwah, (2005) stated that in impoverished families, the limited resources available will be used to educate other children to the detriment of those with hearing impairment, with the expectation that they will ultimately help support the family. Child with hearing loss are likely to be poorly educated because they are more costly to send to school if they need disability-related equipment. A child with hearing loss from middle and upper class families not only are much more likely to attend good quality schools than those from poor families, but also may have greater access to both educational and vocational opportunities than their counterparts from poor homes. However there are clearly mechanisms by which income can directly influence attainment such as child care quality, the home environment, social activities, neighbourhoods and schools. If these are important then increasing inequality in family income will translate into inequalities in children's educational outcomes and their life chances. A clearer understanding of these issues is key to appreciating the extent to which goals of equality of opportunity (or meritocracy) can be reconciled with wide income inequalities, and they are essential to evaluating the educational benefits of reducing child poverty (Abari, 2015)

Many parents work long hours at low-paying jobs just to make ends meet, but no matter how hard they work, or how many hours they put in, there is still not enough money to pay the rent and feed the family at the end of the month to have extra for the child's education (Preto, 2018). Poverty and the challenges associated with living in poverty can impact the child's ability to access better schools. This may be due to the inability to concentrate because of the lack of food, frequent changing of schools due to precarious living arrangements. There are various actions which can be taken to create an inclusive education system. Compulsory free education for all becomes the only

available option parents maximize in their children's education. The removal of financial barriers to education and equal distribution of learning facilities will help encourage parents to send their children with hearing impairment not only to schools but high quality schools.

Ezewu (2013) stated that some schools are more prestigious than others in that they attract the most qualified teachers. These prestigious educational institutions are usually attended by children and wards of the wealthy families because they are costly and it is presumed that these institutions provide the best routes to success in academics and life. The most essential findings of the study of Alade, Nwadingwe and Victor (2014) is that there is a positive relationship between children early attendance at school, provision of books and other materials, children attendance at higher quality schools, encouragement in school education, children provision of model English, development of interest in school activities, and children academic and socioeconomic status of families. The type and quality of school that children attend is significant predictor of parents' socioeconomic status. Selecting a school for their children with hearing impairment can be one of the most important decisions parents will make. Early educational intervention in children with hearing impairment lays the foundation for the child in many ways: academically, socially, linguistically and developmentally. Because not all schools adequately meet all the academic and social needs of children with hearing and while some affluent schools use many quality facilities and low class schools lack the quality needed to meet the needs of these children, it becomes obvious that parents' socioeconomic status becomes critically essential in determining which of the categories of schools parents would prefer for their children based on their financial capability. This study revealed that parents who had enough money enrolled their children in schools with quality facilities needed to meet the social, academic and language needs of their children with hearing impairment while parents from poor backgrounds sent their children mostly to free education Missionary schools that were ceded to government. It was concluded that socioeconomic status of parents has a positive correlation with parental choice of schools for children with hearing impairment.

The Nigerian society is made up a large percentage of low income families who struggle to meet the basic daily needs of the family such as providing food, shelter and clothing. It is common to see that all the efforts of those parents is directed towards meeting these basic needs and any other secondary needs of a child with hearing impairment is mostly considered unimportant. Particularly the educational needs of these children are not given the needed attention which results in huge deprivation of language thereby compounding the social and linguistic difficulty of these children. With the provision of Universal Basic Education in the country which is free, these parents see this as a golden opportunity for their children with hearing impairment to see the light of education. Thus, they become limited to choosing only the poor quality universal basic education schools for

their children not because those are the preferred schools but because of their financial limitation which encumbers them from enrolling their children in affluent schools around them. Parents in Abari's (2015) study affirmed that they would have preferred their children to access quality education where there are adequate facilities and opportunities for their children to overcome their language limitation but they cannot because they do not have the high fees to pay their tuition fees and as such they resort to the ones they do not pay tuition fees. It was concluded that parental income level influences their choice of schools for their children with hearing impairment.

Parents' socioeconomic status is one of the most critical components of well-being and can be considered as a more significant indicator of the longer term economic resources of the family and family's access to opportunities and advantages. Parents' socioeconomic status can have important effects both on early schooling achievement and later on school leaving qualifications over and above income by allowing parents to live in more expensive areas with high performing schools or to fund private education (either in the form of private schooling or sending their wards abroad to access quality education) and other education-enhancing activities and goods (e.g. recreational, sporting and cultural activities, computers, books, trips etc.). Beyond compulsory schooling such as the nationwide universal education for children, parents' socioeconomic status may help families to fund further or higher education (funding for example fees, subsistence expenses, housing) or allow the student to devote their time to study and access quality education needed for today's digital age (Alade, Nwadingwe & Victor 2014). Clearly the importance of parents' socioeconomic status for choice of school depends on the existence of credit constraints. However even in the absence of credit constraints children from low wealth families may be less willing to borrow than children from high wealth families. Beyond these purely financial considerations parents' socioeconomic status may affect the academic achievement of a child through its impact on parents' and children's aspirations and expectations and by extension on academic achievement of the children.

Stratification, which, in this report, means creating "classes" of students according to their socio-economic backgrounds, can lead to unequal educational opportunities and outcomes, and can undermine social cohesion. For example, if certain types of schools have more resources or a better learning environment, students who attend these types of schools are more likely to have high socioeconomic status. Conversely, those students with hearing impairment who attend schools with fewer resources and disruptive environments tend to perform poorly (which could ultimately limit their prospects in life) come from low income families. In addition, Terfa (2017) noted that as learning environments and peers play important roles not only in students' academic performance but also in their socialization in a broader sense, school systems that are highly stratified along socio-economic lines could inadvertently undermine social cohesion. Socio-economic factor determines

choice of schools for children as well as show how students' educational experiences differ from those with low income status. If socio-economically disadvantaged families have more difficulties in sending their children to privately managed schools because of tuition fees, more public financial involvement in privately managed schools would ease that burden and more disadvantaged students would be able to attend privately managed schools. Thus, parents' socioeconomic status greatly influences choice and children's access to quality resource schools.

Barbar and Folani (2012) stated that socioeconomically advantaged parents tend to send their children to privately managed schools while disadvantaged parents tend to send theirs to publicly managed schools. One reason for this could be that parents with high income status can afford and believe that these schools offer a better education, an environment more conducive for learning, additional resources, and better policies and practices; and advantaged parents are more capable and aware of the differences in quality across schools. In Nigeria where privately managed schools tend to enjoy more autonomy, better resources, better school climate and better performance than publicly managed schools, parents with low income status cannot afford the high tuition fees in privately managed schools. Thus, socio-economically advantaged students tend to get enrolled in schools with more autonomy in curricula and assessments and in resource allocation, more education materials, fewer teacher shortages, better school climate and better performance levels. The authors stated that there is likelihood that socioeconomically advantaged parents would send their children to attend privately managed schools, before and after accounting for various aspects of the quality of education in those schools and the financial implications of sending their children with hearing impairment to such schools. In stating the correlation between parents' socioeconomic status and parental choice of school, the authors noted for example that if privately managed schools attract advantaged students because those schools offer better school resources, the likelihood of attending privately managed schools would decrease if publicly and privately managed schools offered a similar level of school resources.

Glewwe and Chang (2010) in determining access to education by children stated that household income is found to be an important factor; this is because there are many costs associated with schooling and educational process ranging from school fees, uniform PTA fees and paying for amplification devices for hearing impaired children. Household income is linked to parental choice of school for children because different schools offer different services with different qualities and financial implications. This provides a wide range of options for parents to choose from based on their income status. The link between socio-economic status of parents and children educational process had been highlighted by this study in looking at the interaction between the children in particular and the household income and socio-economic status. This study agreed that parental

choice of school, retention and completion can seriously be affected by the low socio-economic status and low educational level of the parents which resulted to poverty.

Poverty could be regarded as „the most common primary and contributory reason for many children to be out of school or send to schools with poor quality learning environment. Glewwe(2010) noted that poverty is a plausible explanation of school disruption and parental choice of schools with dilapidated facilities and poor educational service delivery. According to Aitar and Gbomo (2013) a series of questions were asked to parents and guardians about the financial circumstances surrounding children’s school enrolment in Jos their answers was no more than financial problem militating against sending their children with hearing impairment to private schools that provide high quality educational services that comply with global best practices in deaf education. It was also mentioned that poverty is a contributing factor in parental choice of schools for hearing impaired children in rural areas where there is lack of basic facilities such as adequate classroom, chalkboard, sitting facilities, potable water and good environment for learning.

Glewwe (2010) observed that children from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled. For example, a research conducted in rural Ibadan by Gboyega and Afolabi (2016) revealed that poor and credit constrained children with hearing impairment are three times more likely than other children to be enrolled in rural schools or drop out of primary school. The links between wealth and school access has been described in more detail by Colclough (2015) where he stated that amongst those out-of-school, the mean wealth index for school drop-outs was generally higher than for those who had never enrolled. Children at school were on average from better-off households than those who had dropped out, and from richer backgrounds than school-age children who had never enrolled. Poor households tend to have lower demand for quality schooling than richer households: whatever the benefits of schooling, the costs, for them are more difficult to meet than is the case for richer households. The pressure on children from poorer background in particular, to withdraw from school increases as they get older, particularly as the opportunity cost of their time increases. In Nigerian traditional society including the study area, several studies indicated that the children’s schooling has been found to have links with socio-economic factors. According to Ikenna (2015) the most important of these factors include direct and opportunity costs of schooling, limited employment opportunities, socio-economic status, parental and family investment behavior, the economic value of children with hearing impairment, rural and urban residence, and the level of parental education.

According to Barbar and Folani (2012), the major reasons parental choice for not educating their children with hearing impairment in urban affluent schools or for removing them from better

schools is because of no fees for registration and admission, examination, Parent Teachers Association (PTA) fees, the cost of books and uniforms, the provision of other daily monetary demands to their children, and the cost of transportation to and from the school on daily basis. It is argued that low socio-economic status which include poverty and the fiscal crises which force families to cover shortfalls have a devastating impact on parental choice of schools for their children with hearing impairment. Gboyega and Afolabi (2006) linked the severity of direct costs with the shift of educational costs to parents in the name of cost sharing. It was mentioned that that in Nigeria, about 7.3 million children are out of school and 12% of the total population is with hearing impaired children mostly due to poverty of their households. In general, several studies suggest that the direct costs or financial constraints affected children and lead to their low participation in schools. Fizbe and Shady (2009) observed that the opportunity costs of quality schooling are associated with labor shortage, resources and services lost due to sending children to high profile school. Child labor is indispensable to the survival of many rural households so these children are deprived or withdrawn from urban schools with boarding facilities so as to help improve family income through agricultural work, domestic work (cooking, collecting fuel, fetching water) marketing. Thus, poor rural parents responded by sending their children rural schools where they learn under the shade of trees so that after school hours children go into the domestic labor market in exchange for regular cash income.

World Bank 2004 is among recent researches from outside Nigeria documenting the links between children's education attainment, enrolments, retention completion and household characteristics and poverty (Garba & Sanda, 2017). The research conducted by Garba and Sanda, (2017) based on data collected from 600 rural households of Sokoto State, Nigeria provided an empirical evidence on the extent to which poverty and household demographic characteristics may affect educational enrollment and school attendance of children. The results confirmed significant disparity in educational attainment and school attendance, with children with hearing impairment at a serious disadvantage. Base on the fore going discussions of statistical data and empirical researches in the reviewed literatures, it could be evidently agreed that the socio-economic status and financial well-being of the family greatly affects parental choice of school for children with hearing impairment in Nigeria. Income limitations do not only affect investment in children's education but also children's performance. When families are constrained by fewer resources, children's access to learning is consequently affected.

Parental investments in their children's educational development constitute one of the most important channels for the intergenerational transmission of economic status. An extensive body of research has examined the impact of parental resources such as income, education and social class on parental choice of school for children with hearing impairment. Despite the importance of education

to intergenerational transmission of economic status, research on the role of parental wealth on children education, socioeconomic status of parents has remain a key player in the choice and access to quality schools for these children. The studyrevealed strong associations between parental wealth and children's educational attainment and stress its importance as an additional mechanism in the process of the intergenerational transmission (Fizbe & Shady, 2009).

Cannon and Flirba (2015)revealed the reason for social class differences in school allocations by asserting that preferences for school quality will differ by parental background, with the utility derived from greater school quality being lower for low social background families. This may be because these families underestimate the importance of education for their hearing impairedchildren's future, or because they place a greater value on the family's current well-being than on their future income status. This difference in preferences might manifest itself in several ways. The family may be less willing to substitute consumption for school quality through the housing market or transport costs. Alternatively, the family may calculate that the utility gain from superior school quality is not enough to offset utility loss from longer journeys to and from school. Furthermore, other aspects of the school environment may enter the utility function, and they might place significant lower utility on investing extensive a hearing impaired child, thus favoring allowing their child to continue to be educated in poor quality rural schools. They therefore provided empirical support that for children from poor backgrounds where education is valued less, are enrolled in poor quality schools than those from affluent backgrounds

Boaten and Karma (2015) stated that with the public educational infrastructure in a poor condition (and very little is being done to remedy the situation) parents who are concerned about giving their wards the best available educational options will obviously be looking for viable alternatives and this, it seems, is manifestly the case in Nigeria. Many parents seem to be looking for quality education at whatever cost, economically and otherwise and regardless of who is providing it. It must be pointed out that education has come to occupy a strong position in Nigerian daily life; as quite a lot depends on the quality of that education that an individual receives. The type of extent of one's education, many a time, determines the difference between success and failure in life, poverty and affluence and generally the opportunities and quality of life of anindividual. It is therefore necessary to improve the quality of education provided to the poor. While it is easy to understand why the affluent schools outnumber the non affluent schools, outperform poor schools, it is less clear why certain poor schools succeed where other, equally poor schools, fail. Both in developed and developing countries, children from families with more socio-economic resources are more often enrolled in affluent schools while those from poor background enroll in poor schools (Sanura & Duila, 2016). For wealthier families, the direct costs associated with education, such as fees, books

and uniforms are less likely to be an obstacle. Opportunity costs of children not being able to help at home, at the family farm or by earning additional income through child labour, are also less important to them.

The quality of school a parent can afford for a child with hearing impairment depends largely on the socioeconomic status of the parent. The birth of a child with hearing loss brings a huge financial stress in the family hence some hearing loss are comorbid or came as result of a medical condition. When a child's problem adventitiously or congenitally occurs, it is accompanied by dogged "medication shopping" in order to find solutions to the hearing condition (Abari, 2015). Parents often seek scientific and mystical causes/solution to their child's disability in its initial stage and sometimes this continues throughout the life of the child thereby draining the finances of the parents limiting their option for educational investment in these children.. It is well established that parental socioeconomic status is positively associated with the choice of school for children with hearing impairment (Pong, 2017). This report advances beyond simple analyses of the correlation between family income and children's outcomes, by separating out the effect of family income on the child's outcomes, net of other influences such as family structure and parental education. The report opens with an examination of theoretical perspectives that hypothesize why family income influence parental choice of school for children. Pong (2017) documented the findings of a range of research on the influence of family socioeconomic status parental choice of school for children with hearing impairment. Thus family income plays a crucial role in determining the educational possibilities of a child with hearing loss. Those in the middle or high class income status have high propensity to provide quality education for their girl child with hearing loss than those in the lower class.

Urua (2018) affirmed that high costs for school fees, uniforms, assistive learning devices, books and supplies, and transport are among the most often stated reasons for restricted access to quality schools by children with hearing impairment. A child with hearing impairment from wealthier family is in general more likely to attend quality urban primary schools and proceeds beyond. Especially in precarious economic situations, families need the support of their children either in the household, on the fields for the production food, or even as paid workers outside the home to supplement the household income. The relationship between costs of schooling and actual school attendance however is not always linear, and thus not straightforward to assess. Such financial stress makes family to deprive children with hearing impairment access to affluent schools so as to use the child to carry out menial jobs for the sake of sustaining the family.

Parents with lower incomes often have to work longer hours to earn their small salaries. This leaves less income for enrolling their children in quality schools with boarding facilities. Hence their

learning process is more tedious than those without hearing loss due to language and communication problems. There is also, typically, more conflict in homes of lower incomes because there are more tensions caused by stress within the family. Abari (2015) argued that it is not always true that lower-income parents are neglectful parents, but it is easy to slip into that stereotype under extreme pressure especially for a child with hearing loss. Children with hearing impairment living in urban areas whose families come from the highest quartile of the income distribution are almost as likely as their male peers to attend high class school or completed the primary school. By contrast, no more than a third as many children with hearing loss from the lowest income quartile of the income distribution who live in rural areas of Nigeria have ever attended high profile school. Poor children with hearing loss living in rural areas thus suffer a double disadvantage, with their poverty and rural location compounding the experienced by their better-off urban peers (Bloom, 2011).

According to Al-Mataalka, Filan and Dalo (2014), SES has a relatively strong impact on parental involvement compared to other factors and parental involvement has a positive impact on student achievement at all socioeconomic levels. Families with high SES often have more success in preparing their young children for school because they typically have access to a wider range of resources to promote, explore and support young children's mental and physical development. On the other hand, parents with low SES find themselves struggling to augment financial resources and lack time for their children in imparting values, good habits, manners, which may even end up in ignorance about immunizations or basic nutrition for their child. This study showed that high income families care about three main school attributes: the academic quality of the school, its socio-economic composition and the home-school distance. High profile households prefer schools with higher academic standards. On average, families prefer schools with fewer children living in low-income households. Almost all households have strong preferences for proximity. Preferences appear to be heterogeneous across socio-economic (SES) groups: those in the lowest SES group in particular have distinct preferences, with negative demand responses to increases in academic quality and positive demand responses to decreases in the socio-economic composition of the school. Households from each SES group value proximity to the same extent, however, suggesting that parents in each group are equally willing to travel to a school that is feasible and meets their other preferences. To provide evidence on the relative roles of preferences and constraints in driving differences in chosen school quality between SES groups, the authors adopted a different approach. The research showed that there are big differences in the attributes of accessible schools between households of high and low socio-economic status.

## **2.4. Teachers' quality and parental choice of school for children with hearing impairment**

With the adoption of inclusive education and universal basic education in Nigeria as the most appropriate strategies for universalizing education, promoting solidarity and equity in education of all children regardless of individual differences, teachers' quality has come into as sharp focus by educational stakeholders with greater attention drawn by parents of children with disabilities particularly those having children with hearing impairment. Informed parents have always been skeptical of the quality of some teachers recruited to implement inclusive curriculum considering that many of the teachers feel their training was inadequate and feel frustrated and strained in the application of pedagogical skills in transmission of knowledge and skills to children with hearing impairment. There is currently a considerable focus on quality teaching, much of it rooted in the presumption that the improvement of teaching is a key element in improving student learning. In the Nigerian school system, teacher quality could be examined in various ways. It could be examined in terms of teacher's qualification and teachers' competence. It could also be examined in terms of teachers' teaching experience. It could as well be examined in terms of teacher's integrity and teacher's job performance. Teacher quality is a contested term with multiple meanings, often reflecting the perspectives and interest of different writers, researchers and policymakers (Strong 2012). For some it is about academic ability (as indicated by qualifications). For others it is about the quality of classroom practice. For those interested in effectiveness it relates to raising student achievement. As Berliner (2016) noted that quality always requires value judgments about which disagreement abound.

In this regard, the teaching force seems to be a major variable in determining the quality of a school system. Teachers as one of the inputs into the educational process constitute an important aspect in pupils' learning. Considering this point, Mullen (2013) argued that the level of performance in any school is intimately related to the quality of its teachers while the quality of any school system is a function of the aggregate quality of teachers who operate it. Mullen's argued that the level of a teacher's subject matter competence is a prime predictor of pupils' learning with emphasis on children with hearing impairment. He argued that it is not only the qualifications obtained by a teacher that could contribute to a teacher's quality but actual achievement in terms of subject matter competence which translate to improved learning outcome by children with hearing impairment. Mullen contended that children with hearing impairment are one of the categories of disabilities that required teachers with adequate knowledge, experience and skills in adapting the curriculum so as to

make it accessible to these children. The author noted that parents are often dissatisfied with the competence of many teachers are in improving the learning of their children with hearing loss.

Teachers' quality plays a crucial role in parental choice of schools for their children with hearing impairment. This is borne out the contention that that many inclusive teachers are not adequately prepared for the challenges of educating students with hearing impairment— who, contrary to some misconceptions, can achieve in any classroom whether segregated or inclusive classrooms. It is important to note that parents who are educated and are committed to investing quality resources in their children's education primarily consider how effective teachers of a particular school are before opting to enroll their child. This is because these parents have their expectations and standards they set for schools. Teachers' quality has generally been recognized as playing an important role in ensuring that teachers are part of a skilled and up-to-date profession to promote competency and ensure effective instructional delivery that is outcome-oriented. Educated parents are of the view that Universal Basic Education teachers as a matter of fact have to learn how to teach well before being given full responsibility for an inclusive classroom characterized by diversity. The knowledge and skills teachers require in addressing the complex cases of hearing impairment manifested in the classroom are myriad and must ensure that they possess the requisite knowledge before handing the responsibility of teaching a class with hearing impaired students (Berliner, 2016).

Research by Roten and Eszar (2013) investigated teachers' quality and parental choice of school for children with hearing impairment. The findings revealed that illiterate parents had no consideration for quality of teachers in their choice of school for their child with hearing impairment. It was revealed that these parents are not educated and lack the ability to evaluate teacher's quality in meeting the learning needs of their children with hearing impairment. Parents noted that they believed that all teachers possess the same quality and are capable of ensuring quality instructional delivery. The quality of the nation's teachers has been the subject of sharp critiques, and so have many preparation programmes that dissect the cases of hearing impairment in the classroom. Numerous studies have reported that many UBE teachers in Nigeria do not feel prepared to teach the diversity of students in their classrooms effectively as well as complicated cases manifested by children with hearing impairment and this gives educated parents point to consider in their decisions for their children's school. However, a section of parents in this study noted that they do not have knowledge of teachers' effectiveness in meeting the learning needs of their children rather they enroll their children in any available school.

In Strong's (2012) study, parents contended that the purpose of educating a child with hearing impairment is to empower him/her to overcome the numerous challenges and inequalities

they are likely to encounter by reason of their disability. Thus, it is necessary that when they commit a lot of resources in sending these children to school, teachers should possess the required competence that ensures parents optimal utility. However, it has come to the realization of parents that many teachers recruited to teach their children with hearing impairment do not possess adequate professional competence needed to meet the learning needs of these children in the classroom thereby resulting in poor learning outcome among these children which manifests in consistent failure in learn basic academic and functional skills needed to cope with life challenges as children with hearing impairment. In this study, parents lamented and expressed frustration that they consider their resources waste as this does not yield meet their expectation.

In confirming these findings, Strong (2012) in another research reported that teachers in the schools he used for the two studies were of the view that the learning characteristics of their students with hearing impairment were so varied that they could not teach them effectively. Teachers revealed that they were not adequately prepared to make instructional objectives accessible to students who cannot access auditory information in the classroom. They recounted a huge challenge in their job performance. At the same time, teachers increasingly realize how important it is to be able to address the needs of diverse learners. In these studies, 91% of parents reported that strengthening teachers' development programmes and resources could help teachers who have greater needs by increasing educational achievement of children with hearing impairment. Teachers themselves, then, understand the need for more robust pre-service and ongoing teacher development to prepare them for their work in increasingly challenging classrooms. Parents in the study noted that learning to teach the changing student population well will take new approaches to clinical preparation of t to ensure that teachers have adequate opportunities to gain these essential practices. The authors stressed that competence refers to the knowledge, skills and attitudes teachers acquire through the process of initial (and continuing) training. Competence is usually acquired through some form of pre- and/or in-service professional development training recognizing trainees' prior learning experiences.

In Florian's (2017) study, parent contended that teachers need to understand difference accounted for as an essential aspect of human development in any conceptualization of learning. Parents added that teachers need to be disabused of the idea that they are not capable of teaching all learners. They stressed the need to produce teachers who, in addition to knowing what to teach and how to teach, also know how to learn and make decisions informed by theory and research and by feedback from school and classroom evidence in particular contexts. Ainscow (2017) pointed to the need to see teacher development as more than simply learning to implement centrally mandated practices. Parents noted that teachers need to know how and when to use a range of practices to

accomplish their goals with different students in different contexts, rather than being subject to the pendulum swings of polarized teaching policies. Furthermore, teachers in inclusive settings must provide the following for their students with hearing impairment: developmentally appropriate content, adequate access to instructional content, clear instructions for practice, opportunities to practice at an appropriate level of difficulty, opportunities to participate in appropriately designed task progressions and accurate feedback and assessment of subject matter and role performance. They also stressed the importance of teachers' skills in creating an interactive and responsive learning environment and managing the learners in achieving multiple learning outcomes. The author added teachers need to see what inclusive teaching actually looks like and explore ideas with someone who can help them understand the difference between what they are doing and what they aspire to do. Lipman (2017) cautioned that specific attention is needed on such issues to bring about change – otherwise teachers can collaborate to reinforce existing practice rather than confronting difficulties.

Barry and Kane (2013) stressed that teaching is a highly complex weaving of professional knowledge, professional relationships and values, and professional practices. This evidence-synthesis establishes that how teachers' own ongoing professional learning occurs is equally complex. Opportunities for teachers to engage in professional learning and development can have a substantial impact on these students' learning outcome. Arguably, children with hearing impairment need highly skilled, well prepared general education teachers— with whom they spend most of their time—to view them as capable learners and as full members of the classroom community, rather than as the primary responsibility of special educators. In Boll's (2018) study, parents supported that teacher professional development has an important role to play in ensuring that classroom teachers are better prepared for the challenges of teaching diverse cases of hearing impairment who, contrary to some misconceptions, can perform well in inclusive classrooms. The author stressed that ongoing teacher professional development ensure that teachers are equipped with up to date evidence-based knowledge and practical skills to apply high-quality instruction to assure and achieve better learning outcomes for children with hearing impairment.

Cook and Cook, (2014) put forward the view that student teachers' school-based learning should be organized as a planned curriculum with carefully designed diverse learning experiences to develop appropriate expertise, rather than largely incidental learning occurring through participation in the teaching work of the school. They stress the need for pre-service teachers to learn to engage in serious and informed intellectual analysis of their teaching and how it can be improved as something which they do in schools and not 'practical theorizing' based on school experience carried out back at university. The authors believed that teaching practice in inclusive

classrooms plays a key role in shaping future teaching behavior, expectations, and provides an opportunity to address the research-to-practice gap. Bridging research and practice can be problematic, as it appears difficult to change teachers' behavior once their teaching routines have become established. If beginning teachers leave student teaching with a strong practical base in the most effective instructional techniques, the need for expensive work to change their practice later will not be needed. Thus, Teacher education programmes need to consider practical placements in schools and classrooms where inclusion has been embraced as a philosophy and in practice and where there is enough appropriate support to ensure a successful experience for preservice teachers. Jordani (2009) stress the need for practicum experiences in which there are 'opportunities to examine and foster their beliefs' and then learn about 'how to address the needs of diversity in the classroom' – a dimension which is neither typically or rigorously addressed in teacher education programmes. In confirming parents' view, many researchers have concluded that teacher education programmes lack an organized approach linking courses and field experiences within a conceptual framework resulting in 'incongruence in definition, purpose, and goals for the teaching experience' (Cook and Cook, 2014). This lack of conceptual framework also means that student teachers may be more influenced by the practices of teacher mentors than by college / university courses or supervision.

Adock (2017) investigated factors that influence parental choice of schools for children with hearing impairment. The study revealed a mixed reaction from parents. Parents who were not educated stated that teachers' quality is not considered a factor to based school choice because every teacher is knowledgeable and capable of teaching their children with hearing impairment. Another section of participants expressed concerns that their children cannot communicate nor understand what is been taught in the classroom, as a result they always do not perform well in examinations. Though, this section of parents agreed that teachers' quality should be an important factor of consideration but they cannot do otherwise because of the financial implication of enrolling their children in prestigious schools with better quality teacher. However, a group of education parents in the study noted that they have withdrawn their children with many schools upon experiencing consistent failure and poor learning outcome form their children with hearing impairment. This is an indication that teachers' quality is a critical factor of consideration in choice of schools for their children. This group of participants asserted that preparing every child with hearing impairment for meaningful functioning in the society and transition to higher degrees and learning requires that general education teachers view the growth and development of these children as their responsibility. Classroom teachers must be prepared to accept the diversity in learning behaviors and learning problems posed by children with hearing impairment — that responding to these differences among them is an essential aspect of teaching these children and something that they routinely do already

for students who are not labeled. Thus, reforming teacher professional development programmes to meet the challenges of teaching children with hearing impairment requires consistent policies for teachers to remain learners throughout their career (Barry and Kane, 2013). The author further stated that preparing teachers based on the learning needs of with a particular reinforces the idea that different groups of teachers are needed for different types of learners and that the normally wide range of students found in so many of today's general education classrooms in Nigeria. As a result, teachers may resist efforts to include students with hearing impairment — or those whose characteristics deviate from what he knows in their classrooms on the grounds that they are not qualified or sufficiently prepared to teach them.

Burguar (2015) on the issue of teachers' quality noted that central to effective teaching and learning is the teachers' knowledge of these pupils as learners. The child is at the centre of education system. The teacher needs to understand the pupil development and the learning process. The implication of the above is that teachers should have mastery on theoretical foundations about how learning occurs. That is she should master how pupils construct knowledge, acquire skills and develop habits of mind. Consequently, the teacher should be familiar with theorists like Albert Bandura, Jerome Bruner, Jean Piaget, Lev Vygotsky, B. F. Skinner, Howard Gardner, Abraham Maslow, Eric Erikson, Lawrence Kohlberg, Carol Gilligan and so on. The teacher should understand and have in-depth knowledge of each theory and its major ideas. The teacher should not only be capable of comparing and contrasting one theory with another but should be able to apply the theoretical ideas to teaching and learning (Ugbal, Tete & Efert, 2015). The teacher should in addition to the mastery of developmental and social learning theories, master differences in the way pupils learn. This is important in this Universal Basic Education (UBE) era where every child of school going-age is supposed to register in the regular schools. This means that teachers should understand learners/pupils as diverse learners. Consequent upon the above, the teacher should be aware of the differences in the way pupils learn. The teacher must consider pupils' learning needs, disability, learning styles, multiple intelligences and performance modes. Pupils' motivation and the learning environment should be understood by the teacher. The teacher should not be alien to concepts like co-relational and causal relationships, intrinsic motivation, self-efficacy, extrinsic motivation, operant conditioning, positive reinforcement, negative reinforcement, learned helplessness, shaping, extinction, continuous reinforcement, intermittent reinforcement, punishment and so on.

The teacher preparation program should be able to equip teacher trainee with the enumerated skills and competences above. Unfortunately, research evidence and experience have showed that the

teacher preparation program lacks the vigor to equip teacher trainee with the skills and competence they need for effective teaching and learning. Thus Okon (2018) observed that every year teachers are churned out of training institutions either as full time or part time throughout reach programs that are deficient in content and methodology. A recent World Bank Report on Nigeria observed that in spite of the curriculum review of the NCE program published in 2002, that there are still some concerns which is that the gaps remain wide between the content and structure and the specific needs of the primary school teachers.

Recent classroom research in Nigeria by Adeyanju (2016) on the dissatisfaction of parents revealed that primary school teachers lack:

- Pedagogical skills to teach literacy, numeracy and basic science concepts to children with hearing impairment
- Lack the knowledge of the importance of language to learning across curriculum and for children with hearing impairment to gain access to their culture
- Lack knowledge of managing children's learning needs during the transition to English as the medium of instruction in upper primary classes
- Lack the knowledge of the use of a range of techniques to check what pupils are learning and to provide the right kind of help when it is required
- Lack knowledge on how to work with other teachers to develop teaching lessons and materials and to share ideas

Rittenhouse (2014) in a study on parentsevaluation of newly trained inclusive teachers found that parents were dissatisfied with classroom practices of teachers in meeting the learning needs of their children with hearing impairment and considered it a critical factor for their choice of schools for children. Parents expressed frustration that teachers do not show responsibility for children with hearing impairment in the class, expressing that children with hearing impairment in their classes are not carried along in their classroom practices. Parents lamented that teachers do not care whether these children do their assignment or not, are in class or not, understand the lesson or not and do not show a glimpse of reasonability for their learning. Parents noted that while teachers were typically energetic and willing to attempt to tackle new ideas, they often lacked the skills necessary for the successful maintenance and development of individualized education plans for children with hearing impairment (IEPs). Parents also suggested that improvement of preparation programs for teachers of the deaf could be focused in the following areas: improving the sign language skills of pre-service teachers of the deaf; improving subject matter knowledge instead of focusing solely on language and communication; and improving the English writing skills of both hearing and deaf pre-service

teachers of the deaf. The roles of teachers of the deaf today are changing rapidly, as are the classroom settings and demographics of the students in schools. Teacher of the deaf preparation programs in years gone by trained teachers primarily for one of two classroom settings: residential school placements or self-contained classrooms in public schools. However, the demographics of the children in programs for the deaf have changed significantly. Demographics, coupled with the advances of modern technologies such as the cochlear implants, have prompted increasing numbers of students to be served itinerantly, in rural or urban home districts; to come from non-English speaking homes, to receive assistive technologies such as digital hearing aids and cochlear implants at a younger age; and to function as hard of hearing individuals. Teacher preparation programs must adapt to meet the changing needs of education of the deaf.

## **2.5. Language needs of the child and parental choice of school for children with hearing impairment**

One of the most important skills in the life and education of children with hearing is ability to acquire or meet his/her daily language challenge in the family, community and school. Hearing impaired children lack the facility to naturally acquire language as natural phenomenon rather consciously learn language which has huge implication on quality of services and programmes the school system have available to meet the language needs of the children and to meet parents' expectation. Language is a rule governed communication of thoughts and feelings through a system of arbitrary signals such as voice sounds, gestures or written symbols. The ability to acquire proficient language by all children including those with hearing impairment is an essential facility for human experience, cognitive and social development. Language development is one of the most visible and important achievements in the early childhood. New language tools for hearing impaired children mean new opportunity for social understanding, learning about the world, sharing experiences and for social adjustment. According to Bryan and Bryan, (2013), typically developing children automatically pick up the grammatical features of their natural language from the environment through the auditory facility. Unfortunately, those with hearing impairment do not rely on such facility to due to the defective pathway of the auditory channel.

This factor is critically considered by parents in their choice of school for children with hearing impairment because the ability to use language in pragmatic context is considered the most important facility in their children's social, academic and economic development. According to Fumi and Eleyele (2014) parents stated revealed that ability of a school to meet the language needs of children with hearing impairment is an important achievement that is celebrated by all parents having children with hearing impairment, and such schools are considered as hearing disabled-friendly.

Parents in this study agreed that schools that are capable of teaching these children the language skills needed for their functioning adequately in the society is always take the priority in the choice of schools for these children.

Aaron (2009) stated that the purpose of special education parallels the purpose of elementary and secondary education as a whole: to prepare children to lead productivelives as citizens and members of the community. Students with hearing impairments often need a continuum of special education services in an inclusive setting to develop language skills to participate in the community as productive and contributing citizens. Many parents of the hearing impaired have been of the view that placement of hearing impaired students in classrooms with their hearing peers often may not be conducive to their language and academic development. This is because the two groups often experience difficulties in communication with each other and that such difficulties often include loneliness, rejection and social isolation. These experiences as observed by the parents do not promote social and academic development, and goes a long way in influencing their choice of schools for their children with hearing impairment.

Joe (2013) in a study on choice of schools by parents of children with hearing impairment noted that many parents preferred inclusive schools to segregated setting. These parents affirmed that inclusive schools are preferred choice for their children with hearing impairment understanding its role in language development of these children. The author maintained that every child has the right to an education. Unfortunately, in the past many people assumed that the best place for children with hearing disabilities was in a special school or classroom, separated from their 'normal' peers. Today, however, parents and people with hearing impairments themselves are united in the belief that inclusive education in the child's local community school, together with their non-disabled peers, offers the best opportunity for language development, integration and self-sufficiency.

Also Eduwat and Gal (2012) carried out a comparative study on factors influencing parental choice of schools for children with hearing impairment in rural and urban areas of Ibadan. The findings revealed that though parents were aware of the language difficulty of their children but never understood the role of school in language development of a child with hearing impairment. These parents noted that they are not aware that school has a larger responsibility in meeting the language needs of their children. On this account, their choice of school (if at all they would go) does not depend on language factor but availability. Majority stated that their children with hearing impairment do not have need of school due to their language difficulty. The authors noted that parents in the rural areas are illiterate and do not understand the responsibility of the school in developing and improving the language competence of their hearing impaired children. It was concluded that parents who are not educated are oblivious of the language needs of these children

and do not consider it important in their choice of schools. Adding that several factors such as low value placed on these children, poverty, illiteracy, etc. contribute to parental inability to make informed decisions in their children's education. On the contrary, educated parents in urban areas of Ibadan argued that their choice of schools for their children with hearing impairment largely depends on the ability of the school to meet the language needs of their children. Noting that schools with adequate language resources such as sign language interpreters, picture books, phenomenals like zoo, aquarium, sporting and recreational facilities, as well as technology-based resources like computers, projectors, and computer assisted language learning resources take the priority in their choice of school for these children. Adding that language development of these children is the most essential for their overall development and facilitates their integration into the society.

A study conducted by Ebuburure (2018) revealed many parents opted to enroll their children with hearing impairment in inclusive school noting that direct communication between hearing impaired students and teaching staff was identified as important in meeting the language needs of these children and promote positive learning experience. Parents considered that the language needs of these children are only met in inclusive schools, and supported that as teachers communicate directly with them is very instrumental to their language development and communication with others both in the school and community. Hearing impaired students' ability to communicate with staff members and their peer group in inclusive settings form a central part of their educational experience and meet parents' expectation. Parents noted that the practical strategies such as play role, drama, brainstorming and inclusive play currently practiced in some inclusive schools were perceived as effective in developing the language of these children. Parents recommended that inclusive schools should use more of visual approaches; acknowledging that these are major ways through which the hearing impaired students learn language. They also noted that supporting their access to the classroom lessons is a key way to promoting positive educational experiences of their children. Hearing impaired students being able to communicate effectively with other hearing impaired and hearing students at school was also viewed as enhancing the educational and social experiences as well as their participation in the community. Hearing people who have knowledge of some Sign Language and visual communication strategies, having other hearing students at school and hearing impaired students proved a significant factor for meeting the language needs and drastically reduces language difficulty of these children. It is apparent that the hearing impaired students feel a sense of belonging in the school due to these factors and they perceive school as a microcosm of the larger society where they are to be integrated.

Joe (2013) on parental choice of schools for children with hearing impairment stated that relationships depend upon intelligible language and therefore hearing impaired students are likely to

have issues in this area. Majority of parents agreed that schools that designs programmes for the purpose engaging their children in constant communication with the hearing students promote language development of these children and it is reflective of the perception that communication is central to social interactions, language development, and it builds unity in diversity among different categories of people in the society. Thus, for the hearing impaired to acquire this communication facility needed in the larger society requires them learning and interacting with the hearing students in classrooms and school environment as a whole. Thus, parents sated that schools that meet the language needs of their children are considered the best schools for these category of children because of the central role played by language in human society. Early childhood inclusive education was recommended for theirhearing impaired kids. (Jarvis, 2013) also supported that the communication between the hearing impaired students and the mainstream teachers also support language development of these children. It was identified that the limited communication between the hearing impaired students and the mainstream teachers impacted on the quality of their relationships, language and the students' feelings of being acknowledged. Four out of the five hearing impaired students identified strategies they use to help them to interact with their hearing peers, such as writing things down, or teaching their peers some key signs and use of total communication. The majority of these strategies were consistent with the effective teaching strategies mainstream teachers can use to support their learning. Practical strategies used consistently by mainstream teachers can enable hearing impaired students to access lessons more effectively. This gives them the age over their counterpart in segregated schools in areas of language development, communication and integration in the society at large contrary to other who are limited to sign language and do not fit-in in the larger society vis-a-vis community social participation

Several studies (such as Wale, 2009; and Ekwama, 2013) on parents' perception on language development of children with hearing impairment stated that inclusive schools play a critical role not only in building solidarity but also in promoting language development of these children. Language is critically essential in facilitating social and economic integration into the mainstream of the society. Thus, communication with the hearing peers in inclusive settings provides a platform from which to build social, educational, political and economic mainstream of the society by hearing impaired students. Communication is likely the most salient area of community integration of the hearing impaired. These clients typically have poor language skills and that clear communication is important for comprehension and participation in the classroom and beyond. In Ekwama's (2013) study, parents suggested that finding a functional communication mode for all children in an inclusive class is very important so that all can maximally benefit from the inclusive education programme and equality in community services. Such a communication mode should not only be

capable of fostering a better reintegration of the hearing impaired school child to the larger society or improve his or her academic standards only; but must also be acceptable and usable to the hearing classmates as well as being very inspiring for the teacher to use. Once such a communication mode is found then social interaction and academic achievements of hearing and non-hearing classmates will be greatly enhanced. The teacher will equally become more motivated to work for the attainment of inclusive education goals. Communication in the society is not manual only but incorporates other means to ensure the conveyance of messages, peaceful co-existence and contribution to the community. These clients are to be educated in inclusive settings to learn these fundamental prerequisite skills of effective functioning in the society.

Total communication used in inclusive classrooms helps to facilitate language development integration of the hearing impaired into the society. Total communication refers to a language practice commonly used with persons having hearing disability. As its name implies, it consists of a wide range of various methods of communication to provide an unlimited opportunity for developing language competence with hearing impaired persons as well as facilitating interactions between them and the hearing people (Ekwama, 2013). It therefore includes speech, audition, speech reading, signing, gesturing, finger spelling, pantomime, reading, writing, drawing, drama and other available or possible means of engaging in instructional and non-instructional communications with the non-hearing persons. Invention of total communication was spurred by the need to overcome language and communication barriers often faced by the hearing impaired members in various communities so as to eliminate every barrier between the hearing and the hearing impaired in the society.

Ayuba (2013) conducted a comparative study of language development of hearing impaired students in special and inclusive school: Parents' perspective. The findings revealed that parents were of the view that hearing impaired students in inclusive schools outperform those in special school in communication as regular communication with the hearing peers develop their language and communication skills. They also enjoined teachers to acquire sign language skills so as to improve their competence in meeting the demands of inclusive classroom. Noting that teaching and at the same time translating to sign language make a complete teacher out of the person. Parents stressed that social integration of these clients begins from possessing good communication skills that facilitate the bridging of the gap between the hearing impaired and the hearing, and consider the language needs of their children one of the most important factors to consider when choosing a school for their children. Curriculum objectives are well understood by learners if they are delivered in the respective learner's first language (Enns, 2017). The teacher's ability to communicate clearly in sign language has been characterized as being unique to deaf students and as being the most favored characteristic of effective teaching. The fluent use of sign language in explaining scientific

concepts, for example, has led to active learner classroom engagement, participation in continuous exploration, and innovativeness among deaf children (Ayuba, 2013). Moreover, the results emerging from studies of reading, writing, and academic achievement indicate that the deaf children of deaf parents are more successful academically than deaf children with hearing parents are (Gregory, 2006). Attributing this success to the early acquisition and use of sign language within these the classroom confirms the conclusion that the use of sign language/a primary language is beneficial to all aspects of education amongst children who are deaf.

Kluwin and Stewart (2011) supported that schools that incorporate the use of a deaf learner's primary language in teaching other school subjects like mathematics and sciences could provide an ideal school platform for learning a second language through connecting the learner's experiences to new content vocabularies and concepts. In a study that aimed to determine how well deaf students understood science concepts, Albertini and Lang (2011) analyzed a sample of 288 written contents in science literacy for learners in grade 6 through 11 and reflective comments from their teachers. The teachers' views in this research established that the mode of communication (verbal or non-verbal) well acquainted to the learners who are deaf or hard of hearing had an impact on their scientific content understanding and writing.

Ekwama (2013) reported parents' preference for inclusive schools noting that through daily interaction with the hearing peers, hearing impaired students are able to develop language skills used in communicating with those who can hear. This exposure can be powerful training for students as they prepare for communicating in the hearing world. Conversely, Rwenda (2009) a section of parents argues that hearing impaired students run a high risk of isolation—if the teacher and/or students are not trained in sign language and other methods to engage and interact with deaf students in a general education classroom as the case of inclusive schools, then the deaf student runs high risk of feeling isolated in the classroom. Not only is this emotionally detrimental for the deaf student, but this also mean that he/she will miss out on important learning and skill development. Consequently, this defies their goal of education to contribute positively to the development of the nation. Thus for them to develop good advocacy and determination skills they need to be in special schools where they have hearing impaired role models, they are taught in their natural language how to advocate for their place in the society. Parent further observed that many of their children with hearing impairment do not have proficiency either in the use of sign language which is their natural language or spoken language as a result of integration into the same classroom with other students without hearing impairment. They noted that these children are caught in the middle which further compounds their language difficulty.

Raph (2011) stated that it is well recognized that hearing is critical to speech and language development, communication, and learning. Children with listening difficulties due to hearing loss or auditory processing problems continue to be an under identified and underserved population. The earlier hearing loss occurs in a child's life, the more serious the effects on the child's language development. Similarly, the earlier the problem is identified and intervention begun, the less serious the ultimate impact. The author further explained that hearing impairment significantly affects the acquisition of communication skills by students with hearing impairments which makes their communication skills significantly different from non hearing impaired students. Nevertheless, hearing impaired learners can boost their communication skills by regular total communication with the hearing peers which gives them the age in the community where they are to function after school. In his study it was discovered that hearing impaired students who attended neighborhood schools had improved communication with siblings and parents at home. It was also found that 48 parents out of 50 recommended inclusive schools for their hearing impaired children/wards.

In a similar study by Posky (2009) on the differences in communication skills between hearing impaired students in special and inclusive school in Ohio. Using a sample size of 50 students from both settings, found out that there is a significant difference between the levels of language skills acquire by students with hearing impairments in inclusive schools and those special schools. It was revealed that children in special schools are quite limited in communication skills when they meet their counterparts in inclusive schools. He concluded that communication skills are learned only in the midst of those that are effective in it. Thus inclusive school is the foundation for integrating hearing impaired into the educational, social, political and economic mainstream of the society.

Besides having the acquisition of communicative competence in English as the primary goal, many educational systems also strive to foster literacy development in written English. The factors that affect the language development of deaf students are simultaneously affecting their literacy acquisition and thus their educational outcomes. In the past, inaccessible language programs, such as oral approaches to language acquisition, may have hindered the process of literacy development since deaf students were unable to acquire the complete structure of language via these methods. A great majority of deaf children are delayed in their understanding of the critical relationship between language (both written and signed) and meaning in the world around them (Nover, Christensen, & Cheng, 2018). The process by which children come to think about language, or do not think about language due to delay, changes the structure of the language that they use. The social interaction between deaf students and their educators has a profound effect on academic success. Deaf students

who have comprehensive access to academic content through a complete linguistic system are able to engage in meaningful communication with peers and instructors allowing them to mediate the process of conceptual development with others, rather than doing so alone. Bloome and Green (2012) suggested that students who are able to mediate formal instruction via collaborative dialogue with peers and educators are actively facilitating the literacy process. Thus, students who are unable to gain access to such strategies are at a disadvantage.

Arte and Counar (2015) stated that due to late onset of language exposure, it is possible for hearing impaired children to be significantly delayed in language acquisition. When children are deprived of language, the repercussions are profound and pervasive. Disruptions may be due to inadequate linguistic input or due to delays in linguistic exposure both at home and school. School choices hearing parents of deaf children must make regarding language modality and use impact almost every aspect of cognitive functioning and have life-long effects. Since these children are commonly delayed in exposure to their first language, all educational processes that are mediated by language will be negatively impacted. An incomplete linguistic system may be one reason that educators of deaf children learning English as a second language have been unsuccessful in improving their students' literacy rates. This research recommended that early identification of hearing loss and early intervention plans for parents and caregivers must be comprehensive in nature and aggressively implemented. Schools should make parents aware of the research surrounding the linguistic choices for deaf children. Families should also be involved in effective language instruction in order to provide their deaf children with as proficient a level of linguistic input as possible. Parents who are second language learners of ASL should themselves be exposed to native proficiency ASL either from Deaf or exceptionally qualified hearing language models.

## **2.6. Home-school collaborative partnership and parental choice of school for children with hearing impairment**

The extent to which schools provide parents with opportunity to partaking in core decision making in their children's education is always a critical factor of consideration by some parents in choosing a school for their children with hearing impairment. This is because educated and committed parents consider involvement in their child education very essential in children's learning success, and are committed to their child's learning through home-school partnership to increase chances of overall development of the child. Parents of children with hearing impairment are the most knowledgeable experts in their child's development and can give a comprehensive account of the developmental trajectory of the child. Thus, the success of any educational programmes depends

largely on the amount of opportunity given to parents to partake in the programme development of these children. The amount of parental partnership with school informs their choices and is in turn determined both by school and parental factors. The economic explanation for differences in school choice strategies is that higher social background parents are endowed with an informational advantage (from social networks, for example). Parents naturally have special intimate knowledge of their child's interests and needs in terms of education, but this knowledge can only be acted upon where there is sufficient information about school characteristics and qualities. Yaya and Vhila (2016) argued that sufficiency and accuracy of acquired information about education quality are essential for rational parental choice. Over time, parents' involvement evolved to emphasize parents' participation in the policy setting process, parental volunteerism, fundraising, and information exchange. Most of the research done on parents' involvement directly refers to the parent's involvement in a child's schooling activities. They all emphasize the importance of collaboration between school and the family, to understand the unique dynamics in families, in order to improve the children's development (Johnson, Pugach & Hawkins, 2014).

It has increasingly become known that parents very much concerned about their children's education and want to contribute as much as possible to ensure learning success. Thus, the value schools placed on parents contribution to their children's education has become a critical issues that informs parental choice of school for children with hearing impairment. Parents are after all their children's first teacher. The parents are one of the major targets of the programme because without their support no objective of the programme could be achieved. It is therefore essential that every effort should be made to ensure effective communication and partnership is established and maintained (Kyauta, 2013). Parental collaboration in the education of their children has become a global and contemporary concern to ensure the provision of quality education for all children as nations all across the world key into the global mandate of Education for All (EFA). This 21<sup>st</sup> century issue in educational provision has also become a cardinal feature in global best practices in provision of quality basic education for all children. The provision of basic education demands that parents play a central role and are at the core hub of decision making process about their children to ensuring that need-based education is given to children and wards particularly at the basic level (UNESCO, 2010).

The family-school partnership approach is characterized by a belief in shared responsibility for educating and socializing children and youth. The approach emphasizes collaborative problem solving and shared decision making strategies to provide students with consistent, congruent messages about their schoolwork and behavior. Although families and educators each have

legitimate roles in the partnership, they are not rigid or predetermined. Rather, the emphasis is on relationship building and finding ways for families and educators to work together to promote the educational experiences and school successes of students. Parents are valued for their contributions, whether they are performed in the school or in the home. It is increasingly being recognized that a strengthening of parent involvement in their children's education may enhance better performance in school. Rasinski (2012) stated that a closer link between home and school is considered by some parents of children with hearing impairment as one of the essentials for the learning success of these children. In particular, there is mounting evidence that many parents are committed to play an important role in the literacy development of their children. Rasinski further affirmed that parents play roles of inestimable importance in laying the foundation for learning to read.

It would appear that the potential of Nigerian parents as an agent of literacy promotion has not been fully tapped due to school inability to engage these parents in key decisions in their child's learning. This is not to deny the growing awareness among Nigerians the need for parents to be meaningfully involved in their children's literacy development (Oyetunde, 2009). What is being emphasized is that in order to check the incidence of widespread reading failure in schools, the home must play its part. It is common knowledge that one of the biggest challenges facing Nigeria as a developing and educationally backward society is that of helping children acquire literacy. Thus, many educated parents consider this factor very essential in ensuring success in school. Similarly, in Purin and Sildon's (2018) on parental involvement noted that parents maintained that a family-centered frame of reference reinforces the concept of parents as the most knowledgeable source of information about the child, acknowledges that the child is part of a larger family system and sets the stage for ongoing collaboration and communication between professionals and family members. Individuals with hearing impairment and their families are treated as key partners throughout the intervention process. In this study, parent noted that their involvement is essential to maximizing the effectiveness of interventions because of the central role they play in determining the child or individual's environment and experiences and in facilitating coordination of intervention services. Parents stressed that schools where the needs, priorities and resources of the parents are the primary focus and respectfully considered during each step of screening, diagnostic evaluation, assessment and education top their preference chart (Mesibov & Shea, 2011).

It probably comes as no surprise that research supports the widely held belief that the educational success of a child with hearing impairment is very dependent on the family. One of the indicators Goal 4 of the Sustainable Development Goals emphasizes partnerships that will increase parent involvement and participation in promoting the social, emotional, and academic growth of children". According to Hugo (2012) the person's principles established since childhood are like

letters engraved in the bark of a young tree, which grow, enlarge with it making its integral part. Therefore, right beginning makes the most important part of upbringing/education. These children flourish, learn, and grow in their family community in the few short years before they enter a preschool programme. When they do begin preschool, they become a part of another community. They gain new acquaintances and develop important relationships. However, even after children begin attending preschool, the majority of their time is still spent at home, with their family members. What they do come with is a crucial set of physical and emotional needs that must be met. Failure of the parents to meet these specific needs can have wide-ranging and long-lasting negative effects (Chris, 2009). This is because parent in the home are children first teacher. The child is the centre of education and should not be marginalized in any way that will prevent him/her from having an all round education that will enhance his/her development educationally, technologically, economically, socially and morally to the development of the nation. Thus, parents prefer schools that see parental involvement in education as one of the most important indicators of quality education.

Akinwunmi (2014) purports that parents' school involvement is a major factor that helps in improving the school child effectiveness through quality of education. In this case, parents expect to be given adequate opportunity to visit children's schools for meetings with teachers and counselors. This way, they have an update on their children's capabilities and look for ways to proffer solutions such as getting lesson teachers to help with extra tuitions of their children, providing the necessary learning materials required, helping children maintain their study timetable and studying accordingly, and so forth. In diverse ways, parents are involved in the education of their children. According to Atanda (2014), parents at times are the classroom teachers, functional members of the Parents Teachers Association (PTA), members of the school decision-making team on programmes and parents at home assisting children in learning activities such as writing out their assignments, projects, etc. Despite the various ways in which parents may be involved in students' education, many studies have shown that many parents in Nigeria because of one reason or the other cannot effectively be involved thereby being obstacles to their children's educational attainment.

Sadi and Edet (2013) conducted on parental involvement and parental choice of school for children with hearing impairment revealed that while parents who are not educated do not consider home-school partnership essential in their choice of school, the educated parents revealed that home-school collaboration is a critical factor of consideration in their choice of schools for their children with hearing impairment. Illiterate parents noted that they have little or no knowledge on their child's educational needs and consider their contributions irrelevant to educational development of their

children. However, educated parents noted that home-school collaboration is a sine qua non in their child's educational development. Parents further stated that schools are expected to comprehensively include them in the learning process of their children. Reut (2011) noted that effective school-family partnerships are carefully planned and implemented. At the beginning of the school year, parents' needs, views, and patterns of school involvement must be assessed. Such an assessment accomplishes two goals: (a) it helps school personnel plan parent-outreach efforts more effectively, while at the same time (b) it conveys to parents the important message that their perspective is valued and will be used by the school. Planning is as essential for the success of teacher outreach to parents as it is for the implementation of the curriculum. Regular, continuous communication with parents throughout the school year about class rules, expectations, and goals involves them in the educational process in meaningful ways. Informing parents about classroom routines (such as weekly quizzes) and providing them with specific ways they can help at home provides parents with structured opportunities to participate in their child's education. Home-school communications become even more effective if parents and teachers identify the best ways (e.g., phone calls, notes, or a home-school journal) and times they can be reached. This minimizes the frustration both parents and teachers have when they are not able to make contact with each other and, more importantly, makes sure that the message gets through. Using a variety of approaches and follow-up communications can increase the number of parents educators reach. And it maintains the flow of information that can lead to a child's improved academic and social performance.

Proactive and persistent communication becomes even more crucial when students with hearing impairment are in adolescence, when school outreach to parents declines dramatically (Carl, 2015). Chris (2009) recommended that schools should continue to encourage parents to (a) keep open lines of communication with their teens by maintaining family time to discuss things and share common activities; (b) enforce consistent rules that help adolescents learn the relationship of independence and responsibility; and (c) show that education is important by encouraging homework and reading, knowing the student's teachers, and supporting post-secondary education planning. In addition to these general recommendations, it is important for schools to provide specific information and suggestions that are aligned with the broader curriculum framework and expand learning from the classroom to home and beyond. Since parent involvement continues to be such a positive and powerful source of influence for the achievement of adolescents and young adults, communicating to parents ways in which they can continue to be involved during the middle and high school years can maximize benefits for all students.

Uzoechina and Obidike (2018) contended that parents choose schools that value their contributions in their child's learning. This is because parental involvement in children's education now is manifested in their interest in school activities and active participation in children's school work. Some of these activities are diagnostic assessment, inter-house sports, involvement in school's decision making such as programme design and evaluation, provision and dissemination of relevant information for children's educational improvement, identification and referral process, becoming an active member of the school committee, providing the needed emotional support, monitoring of children's school, implementation of school curriculum and enforcing pupils and staff discipline.

The earlier in a child's educational process parents involvement begins, the more powerful the effects. The most effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home. When schools encourage children to practice reading at home with parents, the children make significant gains in reading achievement compared to those who only practice at school. Although most parents do not know how to help their children with their education, with guidance and support, they may become increasingly involved in home learning activities and find themselves with opportunities to teach, to be models for and to guide their children. Parents, who read to their children, have books available, take trips, guide TV watching, and provide stimulating experiences contribute to student achievement (Carl, 2015). A wide range of research in Nigeria supports that most educated parents prefer schools with adequate provision for home-school partnership. These parents note that parent involvement generally has a positive effect on children's academic achievement (Suzuki, 2018). Children's experiences in nursery and primary one lay a foundation, and parents have a key role to determine their children's experiences. Parental involvement helps students succeed in school and build strong parent-school partnerships. Research indicates parent's involvement in their children's education is beneficial to students and parents as well as to the educator (Wang, 2006). Pupils with hearing impairment can increase motivation and achievement in education and improve self confidence. Parents can understand school curriculum and activities more profoundly and also can get opportunities to work closely with educators. Teachers can take advantage from parental involvement by learning family perspectives (Wang, 2016).

Zhaho and Dan (2014) stated that it is widely recognized that if pupils are to maximize their potential from schooling they will need the full support of their parents. Attempts to enhance parent involvement in education occupy governments, administrators, educators and parents' organizations across the world. It is anticipated that parents should play a role not only in the promotion of their own children's achievements but more broadly in school improvement and the democratization of school governance. Parental involvement has always been an essential component of every teacher-

student academic endeavor. Parents, who have been considered as one of the stakeholders of the school community, play tremendous roles in the child's educational and environmental transformation; thus, the intensity or extent of participation that parents have in their child's education and school, more often, have to be realized. Many parents, whose children are currently enrolled in a particular school, are enormously concerned, more often being active to assist in their child's classroom, communicating constantly with their child's teachers, assisting with their homework, getting involved with school projects, and discussing their child's individual academic strengths and weaknesses with teachers.

Home experiences are vital in shaping children's future interests, beliefs, and motivations. The role of parents in shaping their children's future education and motivation is vital during early childhood. Iruka (2018) noted that parents and families are considered the most significant others who children encounter in the earliest stage of their lives. The reason is because children observe and learn from, and later apply as parallel their early observations. Because each parent provides different experiences at home, the observations of each child results in differences related to their parents' attitudes, values, and beliefs about education. Friedel, (2010) noted that parental involvement in its many and varied ways is a vital parameter for increasing children's educational achievement. Current studies have indicated some specific factors play an essential role in increasing children's educational achievement, parental aspirations, parent-child communication, home structure, and parents' involvement in school's activities (Wang, 2016). Capraro (2012) noted similar indicators affecting children's educational achievement either adversely or positively are parents' socio-economic status, parent-child, teacher and school communication. Furthermore, parent involvement starts from the first point of contact with an early years centre or school. The importance of developing positive relationships at the start of a child's education is crucial and cannot be over emphasized.

Obot (2017) observes that parents have the intimate knowledge of their children and have the heaviest responsibility for their upbringing. Therefore, they are to prepare their children for an all round development by providing the children with not only the learning materials, food , etc, but especially, the right emotional climate that will enhance not only smooth transition to school but foster interest and the right learning attitude. Some family environment set the scene for early emotional tension through physical deprivation, parental injustice, quarrelling or rejection, abuse of child, etc. These conditions tend to provoke serious stress on the child's emotional development while in primary school thereby not meeting the academic demand of the school.

The impact of early hearing loss on children's ability to reach their developmental and educational potential is highly significant. This is because there is evidence that the first six months

of a child's life are critical for language development (Yoshinaga-Itano, 2018). Thus, early collaborative intervention procedures are highly necessary to promote early language development in the child with hearing impairment. The provision of early special education and related services in compliance with global best practices is not solely the responsibility of the school but synergetic efforts of a range of relevant professionals and professions who contribute their experiences and expertise for the overall wellbeing of the hearing impaired child and the family. The Parents-Teachers Association was formed on the basis of the positive contributions of the association to the child's wellbeing. This also reveals that the parents and teachers should work hand in hand in imparting knowledge to the child with hearing impairment. For whatever a child learns from the home is exhibited either in class or at any other place outside the school system. Thus the monitoring of the activities of the child by parents will help to expose the effectiveness or otherwise of the class teacher. Where teachers are not qualified to cater for the children, through the PTA, parents could make this known in order to get qualified ones. In a situation where qualified teachers are not posted on time to the school, the PTA could assist by employing teachers to assist until the Ministry of Education sends some teachers. More so, parents, through the PTA, should try to make the work of the teachers less cumbersome by providing the students with the right environment for learning by assisting with classroom building. According to Okunola (2014), it is only in the understanding of parents and teachers working together in the education of the children as partners that parents will be willing to share the sense of purpose, mutual respect and willingness in participation. Uzoechina and Obidike (2018) added that parental involvement is not a friendly acquaintance with teachers but obligations from parents.

Furthermore, teachers may contribute to parents' lack of self-efficacy by mistakenly believing that parents with limited educational backgrounds have little to offer their children when it comes to supporting their education. Viewing parents with little or no education as having a deficit limits the effort teachers will expend in order to learn how poorly educated families support education. In contrast to this belief, parents in these situations are often staunch proponents of education. They support their children academically by monitoring homework, talking with them about school and emphasizing the importance of doing well in school (Caplan, 2010). Even if parents have the ability to assist their children with homework, they are limited in the type of assistance they can offer as teachers and schools are not forthcoming with information on how to work with their children at home. In Epstein's (2013) study, many parents stated that they would willingly spend additional time working with their children if teachers provided directions on how to assist them. More so, the researcher stated that several factors can affect teachers' development of effective relationships with the parents and families of their students. The most common barriers are:

- Lack of teacher time
  - Teacher's own background
  - Fear of criticism
- \*Teacher attitudes
  - \*Teacher expectations
  - \* Institutional atmosphere

Sheldon (2012) noted that the amount of responsibilities placed on teachers continues to grow year by year. Teachers are faced with the additional workload produced from high-stakes testing, progress monitoring, assessments and documentation of student behavior, interventions and accommodations. Planning periods are taken over by team meetings or grade-level meetings with administration. Before and after-school hours are quickly consumed with paperwork accumulated from previous days and planning for the next lessons. Contact with parents whether through email, by phone or during a conference is seen as an interruption in a day already overflowing with too many tasks. Working on parent involvement without a guaranteed payoff seems to be a risky adventure. The amount of effort involved in tailoring involvement to fit a particular child's educational needs and his/her family's willingness to carry it out may not be viewed as the best use of the teacher's time.

Some teachers are reluctant to encourage parental involvement because they are afraid that parents will criticize them. Worry that parents may accuse them of not caring whether or not their child succeeds in school may cause teachers to avoid communicating with them. Teachers are already under a considerable amount of pressure to get students to pass the examination, demonstrate improvement in overall learning and progress to the next class. Being accused of neglecting individual children because of cultural or linguistic differences or being judged for their methods or teaching style may be reason enough to erect boundaries around their classroom (Carl, 2015). Also, family circumstances can be major barriers to parental involvement. In this instance, Sanders (2008) in a study on barriers to parent involvement in children's education found that psychological barriers may also operate for parents and inhibit participation and involvement. For example, solo parents and those with young families or large families may find it more difficult to get involved in parental involvement because of their caretaking responsibilities. Parents' work situations can also be a factor. Sanders (2008) observed that Lack of money and time are two major inhibitors. When parents are unemployed, they fail to provide resources needed. This is more so in the case of children with disabilities who need a lot of material and assistive devices to use in circumventing the effects of the impairment. Such parents and those who reject their children with disabilities simply abandon them in residential schools.

It follows that material deprivation has a strong, negative effect on parental involvement. In the case of working parents, the kind of jobs they do and shifts they work have an impact on parental

involvement. When both parents work, there will be less time available for both home-based and school-based involvement. Schools and teachers are styled on a culture that matches that of middle class parents who have material resources and a sound academic background. Reay (2018) concludes that, for working-class families, home-school relationships are about separateness, whereas for middle-class families they are about interconnectedness, and this difference shapes their respective attitudes to parental involvement.

Ushang (2011 and 2014) conducted a research in Kano and parents and carers were asked if there was anything that stopped them getting more involved in their child's school life. One answer was mentioned far more often than any other: 53% said work commitments stopped them. One in twelve said lack of time (8%) and 7% said childcare difficulties. Very similar answers were recorded in 2001. Parents and carers were fairly divided on whether a child's education is primarily the parent's or school's responsibility. Thus exactly half said it was the responsibility of both equally, 19% said it was wholly or mainly the parents' responsibility and 30% said it was wholly or mainly the school's responsibility. Very few parents see a child's education as being wholly the responsibility of either school or parents (3% and 2% respectively). Since 2001, the proportion of parents/carers who feel that a child's education is wholly or mainly the responsibility of the school has fallen significantly – the proportion who gave this answer in the 2001 survey was 43%. The proportion feeling it is wholly or mainly the parents' responsibility has remained unchanged.

## **2.7. Safety of the school environment and parental choice of school for children with hearing impairment**

School safety has become a critical issue in Nigerian education system with the recent serial national crises and insecurity. These serial crises force many to vacate their homes to safer areas, and have caused great concern to parents regarding their children's education. Hassan and Dura (2017) have stated that transfer of school children from one school to another has greatly increased in recent times particularly in northern part of Nigeria. In affirmation, Assar and Hildar (2017) stated that in attempt to ensure safety of their children, parents are transferring their children from crisis prone areas to places where their children have violence-free and conducive learning environment. Safety is an integral and indispensable component of the teaching and learning process. Indeed, no meaningful teaching and learning can take place in an environment that is unsafe and insecure to both learners and staff. It is, therefore, imperative that educational stakeholders foster safe and secure school environments to facilitate increased learner enrolment, retention and completion and hence attainment and quality education. Hassan and Dura (2017) stated that school safety has become

imperative to parents and a critical factor of consideration in choice of school for their children with hearing impairment because of the recent hike in security cases and schools need to undertake measures to either minimize or eliminate risky conditions or threats that may cause accidents, bodily injury as well as emotional and psychological distress to these children. Accidents can lead to disability or death while emotional and psychological trauma can result in lack of self-esteem and ultimately lead to poor performance of tasks and responsibilities. Creating a school safe zone does not only mean ensuring an accident free school environment. Rather, it is the responsibility taken by learners, staff, parents and stakeholders to foster all-round safe living.

Children with hearing impairment may lack the facility to access emergency information such as an impending crisis. This situation gives parents a great source of worries, and are often cautious to ensuring that their children with hearing impairment are not exposed to the risk of such crises. Today's climate has led to increased preparation and protocols for emergency situations. Schools are expected to have plans in place, know that there are different emergency situations that call for different responses, and practice for these eventualities each semester. Professionals who understand the needs and abilities of students who are deaf and hard of hearing can be instrumental in the hands-on preparation of students to ensure they are not at risk during emergency situations (Adoni & Fira, 2015). To state that Nigeria is going through an era of unusual security challenges is to state the obvious. Nigerians were unfamiliar with the kinds of threats to security of life and property that this country now experiences. While politically motivated assassinations are not somewhat new, Nigeria began to experience an unprecedented security challenge starting from the Niger Delta in the mid 1990s and now in the Northern part of the country.

School has always remained one of the safest places, next to the home in a child's life (Daro, 2016). One wonders if this still holds sway in our present society given the ever increasing spate of violence in our schools. Violence in schools is an issue that has become more prominent in the last few years, as news articles about violent deeds within the school setting are now on the increase. Despite the increasing rate of violence in schools, the society still expects that the school should be a safe place for students. Thus, in order to maintain a peaceful and safe school environment, stakeholders in education have tended to concern themselves with the problem of violence in our schools (Aluede, 2011).

Children with hearing impairment are vulnerable to school crises because of their inability to respond swiftly to emergency situations as their hearing counterparts. This is why parents take great caution in choosing schools that are free from crises to ensure safety of these children. To buttress this argument Dwyer and Osher (2015) influence of school safety on parental choice of school for

children with hearing impairment. The findings of the research revealed that all parents regardless of socioeconomic classes and educational backgrounds are always poised to ensure that their children with hearing impairment learn in an environment that is safe and offers the most emotional and psychological stability. Parents noted that they worry that their children with hearing impairment are the most vulnerable children and are often victims of school crises because they are often unaware of impending security issues. As a result of this, parents are always committed to ensuring that these children learn in the safest environment.

Kurtus (2012) stated that human beings are instinctively driven to maximize available resources in ensuring their physical, physiological and psychological well-being. School safety is not limited to protection from physical harm. School safety also involves existence of environmental factors that instill peace of mind in an individual in order to empower him/her function effectively in the society. Poor human relations between teacher and student can hamper students' mental health and cause insecurity. Poor infrastructural designs in schools can expose students to insecurity problems like health hazards and stress. Some female students feel threatened as a result of rampant incidences of sexual abuse and rape in schools and the society. School safety is vital to effective teaching and learning. School activities thrive in environments that support protection of lives and properties. A well-secured learning environment that is devoid of security threats is perceived to enhance learning. In line with this, Shuaibu (2014) posited that school safety is a highly valued goal and a factor of consideration for parents of children with hearing impairment because of their condition and lack of access to precaution information both in school and the community.

Ghali, Dadose and Folake (2015) revealed that many parents fear that their children with hearing impairment may become victims of security issues, therefore they ensure that their choice of school is such that would afford their children a safe learning environment. Presently, the safety of the school child is of primary concern to parents in Nigeria. This is because school insecurity is becoming a nagging problem sweeping across the nation. Parents are worried about their children and wards' protection in the face of terrorists' attacks in Nigeria, especially in the northern part. A terrorist group known as Boko Haram is on the rampage, attacking and bombing public places including schools. They kidnap adults, women, girls, school children and teachers. Majority of the 276 Chibok secondary school girls kidnapped by the Boko haram insurgents in 2014 were yet to be found. Even school assemblies were not spared. Bombs were detonated in school assemblies or around the school. Education has been severely disrupted in the North-eastern part of Nigeria, especially with the regular murder and abduction of innocent students. Such incidents helped in creating fear in the minds of students, teachers and parents; causing withdrawal of students from

schools or outright closure of schools for long periods. Also, in different parts of the middle-belt and the North, religious crisis had erupted leading to violent attacks that hindered smooth learning of students in schools. Many Christian students had been withdrawn from Mission schools located within Muslim-dominated areas in Jos (and vice versa) as a result of series of religious attacks. The few Christian students remaining in such schools often carry out their academic activities with hidden fear of the unknown and cautious actions (Ekor, Udoren & Funke, 2015).

In the other parts of Nigeria, other forms of environmental insecurity abound. These include kidnappings, violent attacks and cultism. Kidnapping is growing at an alarming rate in Nigeria. Adults, children, teachers and students are kidnapped for days and ransom demanded. In any education system, peace and tranquility is an antidote for a successful teaching and learning. In recent times, however, millions of school children in Nigeria are caught up in conflicts that result to insecurity not only of their school attendance but to their lives and property (Afore, 2014). Challenges of security in Nigeria have been in the forms of armed militancy, ethno-religious crises, insurgency, terrorism and bombings as manifested in the Niger Delta problem (which seemed to have died down a bit of recent as a result of the Amnesty Programme), Jos ethno-religious killings, Boko Haram massacres and bombings in the Northern parts of Nigeria, including the Federal Capital Territory, Abuja, among others. The picture security challenges (especially with the spate of killings and bombings cum suicide massacres by the members of Boko Haram) in Nigeria give parents an issue of thought in choosing schools for their children with hearing impairment.

Fakolade and Adelodun (2016) in their study reported that parents have come to realize that the foundation of all learning was safety and security. Attendance and academic performance were closely linked to how safe students perceive the school environment to be. It was hard for children with hearing impairment to concentrate on learning when they feel vulnerable, and a climate of fear forces teachers to shift their focus from teaching to policing. Safety and security concerns were fast becoming an important part of any dialog about improving school wide academic performance. They further added that a child should feel pulled towards the school, in the same way that they react when a mother's face welcomes them with a wide smile and kind eyes. The school building and grounds can be made to convey this same feeling. Boman and Reud (2014) added that the availability of safe, secured and satisfactory educational facilities such as: site, building, furniture, and equipment should be assessed in terms of its vulnerability to various geological and hydro meteorological hazards. Hazard-specific resilient features that have undergone thorough feasibility and viability studies must be incorporated in the design of the buildings or structures. They concluded that schools that engage in a large number of activities ranging from security and surveillance are considered by parents for their choice of schools for these children.

Junten (2013) reported that parents viewed safety of children with hearing impairment as central to the provision of quality education in any country. While this is true for learners at all levels of education, it is particularly critical for learners with hearing impairment. Children in this condition are very vulnerable to threats such as bullying by their older colleagues, intimidation, verbal and physical abuse and all manner of harassments. Apart from personal threats, insecurity for children can emanate from inappropriate school facilities and infrastructure, causing huge concerns to parents. These may include poorly constructed classrooms and playing grounds, insufficient and broken-down toilet facilities, gender insensitive location of toilet and bathroom facilities, and inadequate and inappropriate desks and other furniture. Baggy and Hugh (2012) noted that parents of these children prefer schools that have properly demarcated and fenced grounds with a secure gate. Parents recommended that the grounds should be neat, beautiful and safe for use by learners, staff, parents and community members, at all times. These facilities include structures such as classrooms, offices, toilets, dormitories, libraries, laboratories, kitchen, water tanks, playground equipment, among others. These facilities can be either permanent or temporary structures. Such physical structures should be appropriate, adequate and properly located, devoid of any risks to users or to those around them. The school should ensure classrooms, dormitories, offices, kitchens, toilets, and other physical structures are clean, well maintained, safe and properly utilized.

Bolly (2009) noted that attacks against schoolchildren, teachers and school buildings demonstrate an absolute disregard for the right to life and the right to education. Such attacks may also constitute crimes against humanity as defined in Article 7 of the Rome Statute of the International Criminal Court. No task is as important as creating a safe learning environment for children. Recent collapse of building, fire incidents and stampede bring to light the need to be continually vigilant to ensure safety for students and teachers. School safety is often a critical obstacle to learning. Crime, violence and abuse affect all aspects of our community, and schools are not always free from fear, intimidation or victimization. Prevention and early intervention are the most reliable and cost-effective ways to support schools in consistently delivering teaching and learning in an environment that is physically and socially safe.

## **2.8. Summary of Literature**

Literatures reviewed have shown that attitudes of the school community influence parental choice of school for children with hearing impairment. Literatures have similarly demonstrated that attitudes make either easy or difficult the choice of school by parents. Thus, schools with positive attitudes towards children with hearing impairment tend to have more of such children and vice versa. Similarly, school facilities are considered in the reviewed literatures a factor that either

encourages or discourages parents from choosing a particular school for their wards. School needed facilities for child's learning gain patronage from parents more than those with poor faculties. Also, reviewed literatures are in agreement that socioeconomic status of parents to a great extent determines the quality of schools parents recommend for their wards. Parents of low socioeconomic status enroll their wards with hearing impairment in low quality school they can afford while affluent parents offer their children the best educational provision.

The reviewed literatures affirmed that the ability of the school to provide resources for language teaching/learning is very crucial to choice of school. Also, literature revealed that ability of a school to maintain quality partnership with concern stakeholders is very germane to parental choice of school. Educated parent tend to enroll their children with hearing impairment in schools that encourage and provide suitable conditions for parental partnership. Literatures have all buttressed that the safety of the child in the school environment is vitally important in parental choice of school for children with special needs.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Research Design**

Correlational research design was adopted for this study. Correlational research design is a type of design that enables the researcher to ascertain the relationship that exists between and among variables. Adeosun and Dada (2012) stated that correlational survey is an approach to research that seeks to tease out the relationship between factors and elements that have some bearing on the phenomena under investigation. This research design is framework for collecting and utilizing data so that desired information can be obtained in order to estimate or determine the extent to which the data for the factors are related. Osuala (2005) asserted that these design involves the collection of data to accurately and objectively described existing phenomena in order to determine the relationship between the variables; this study makes use of this approach to determine the relationship between school and sociodemographic factors and parental choice of school for children with hearing impairment. It is the design which is aimed at collecting both large and small samples from a given population in order to examine the distribution, incidence interaction among the phenomenon. This design is preferred because it is more economical and would allow the researcher to use representative sample to make inference of situation abound. It is useful for opinion and attitude studies, it depends basically on questionnaire and interview as means of data collection.

#### **3.2 Area of Study**

This research was conducted in Akwaibom State, Nigeria. Akwa Ibom is a state in Nigeria. It is located in the coastal southern part of the country called the Niger Delta, lying between latitudes 4°32'N and 5°33'N, and longitudes 7°25'E and 8°25'E. The state is located in the South-South geopolitical zone, and is bordered on the east by Cross River State, on the west by Rivers State and Abia State, and on the south by the Atlantic Ocean and the Akwa Ibom is one of Nigeria's 36 states, with a population of over five million people. The state was created in 1987 from the former Cross River State and is currently the highest oil- and gas-producing state in the country (This Day, 2016). The state's capital is Uyo, with over 500,000 inhabitants. Akwa Ibom has an airport and two major seaports on the Atlantic Ocean with a proposed construction of a world-class seaport Ibaka Seaport at Oron . The state also boasts of a 30,000-seat ultramodern sports complex (Enang, 2018). It is

shaped like the Allianz arena stadium and it has modern and world-class facilities. Akwa Ibom state is also home to the Ibom E-Library, a world-class information centre. In addition to English, the main spoken languages are Ibibio, Annang, Eket and Oron southernmost tip of Cross River State.

### **3.3 Population of the Study**

The population of this study consisted of all parents of children with hearing impairment in Akwaibom State, Nigeria.

### **3.4 Sample and Sampling Technique**

The sample of this study consisted of two hundred and five (205) participants comprising of parents of children with hearing impairment across special and inclusive schools in Akwaibom State, Nigeria. This study adopted purposive sampling technique because of the limited number of participants under consideration.

### **3.5 Instrument for Data Collection**

The instrument for data collection shall be a 64 item Likert format questionnaire titled: Questionnaire on School and Sociodemographic Factors Predicting Parental Choice of School (QSSFPPCS). This instrument was used to elicit the opinions of the participants on school and sociodemographic factors that predict parental choice of school for children with hearing impairment. This instrument consisted of section A and B. Section A required the participants to supply their demographic information such as sex and number of deaf children while Section B consisted of 64 hypothetical statements requiring the participants to rate their opinions across a 5-point scale from Strongly Agree to Strongly Disagree to allow for better understanding of the situation.

### **3.6. Validation of the Instrument**

The validity of the instrument was established through inter-rater validity technique. The instruments were presented to three professionals in Special Education Department and two experts in Measurement and Evaluation, University of Calabar, University of Ibadan and University of Uyo all in Nigeria to vet the instruments appropriately. The instrument was finally presented to the supervisor to do the final vetting by making necessary changes before they were pilot tested to establish reliability.

### **3.7. Reliability of the Instruments**

The Cronbach Alpha reliability method (internal consistency) was used to establish the reliability of the instrument for this study. QSSFPPCS was administered to 10% of the purposively sample (30) parents of children with hearing impairment in Oyo State, Nigeria. This population was

not part of the population of the study. The instrument was administered and retrieved within two weeks. The responses were coded and analyzed using SPSS (Statistical Package for Social Sciences) and using Cronbach Alpha reliability method. The analysis of QSSFPPCS produced reliability coefficients ranging from 0.76 to 0.88 respectively as shown in the Tables below.

Table 3.1: Summary of the reliability coefficient of QSSFPPCS

S/No	Variable	N	Cronbach's Alpha
1	Parental choice of school	30	0.85
2	School facilities	30	0.78
3	Teacher quality	30	0.88
4	Home-school partnership	30	0.76
5	Language needs	30	0.80
6	Parents' socioeconomic status	30	0.82
7	School safety	30	0.81
8	Teachers attitudes	30	0.81

### 3.8.Procedure for Data Collection

A letter of introduction was given and approval obtained from Parents Teachers Association (PTA) of each school selected. Also other ethical principles were duly observed. The researcher personally with the help of research assistants administered the instrument to participants. However, online completion of the questionnaire by parents who could not be reached was done with the help of email. The researcher personally move from one selected to community to another to collect data for the study.

### 3.9.Method of data analysis

Descriptive statistics of bar chart and percentage were used to analyse the demographic data of the participants, while inferential statistics of Pearson Product Moment Correlation were used to determine the significant relationship in the stated research questions. Multiple Regression Analysis (MRA) was also used to determine whether the independent variables predicted the dependent variable at 0.05 level of significance.

## CHAPTER FOUR

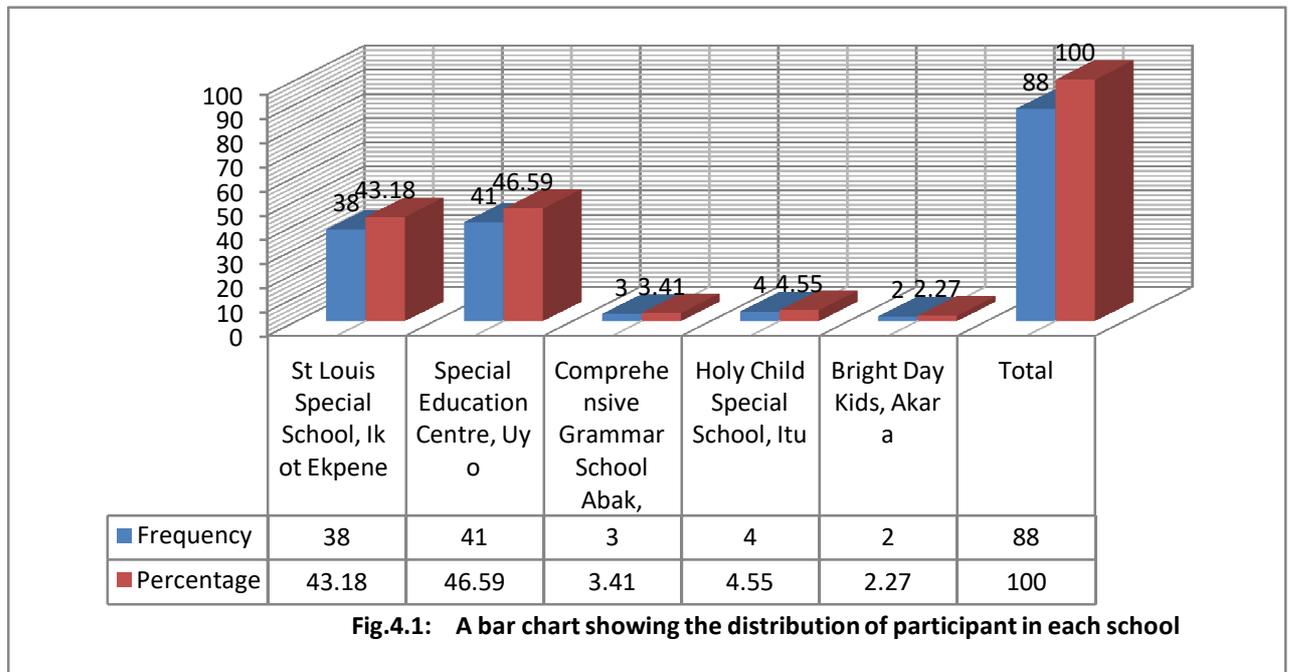
### RESULTS

This chapter presents results of the study. The results obtained were presented according to the research questions raised and null hypotheses formulated in chapter one. The results are presented in a descriptive form using tables of frequencies and percentages, bar charts, Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis.

#### 4.1 Demographic Data

Table 4.1: Distribution of the Respondents in Each School

School	Frequency	Percentage
St Louis Special School, Ikot Ekpene	38	43.18%
Special Education Centre, Uyo	41	46.59%
Comprehensive Grammar School, Abak,	3	3.41%
Holy Child Special School, Itu	4	4.55%
Bright Day Kids, Obot Akara	2	2.27%
<b>Total</b>	<b>88</b>	<b>100%</b>



**Fig.4.1: A bar chart showing the distribution of participant in each school**

The Table 4.1 and Figure 4.1 above indicate that the 3 special schools have a total number of 83 pupils with hearing impairment and only 2 inclusive schools accommodate 5 of those children.

Table 4.2: Distribution of participants by sex

Sex	Frequency	Percentage
Male	88	42.93
Female	117	57.07
<b>Total</b>	<b>205</b>	<b>100%</b>

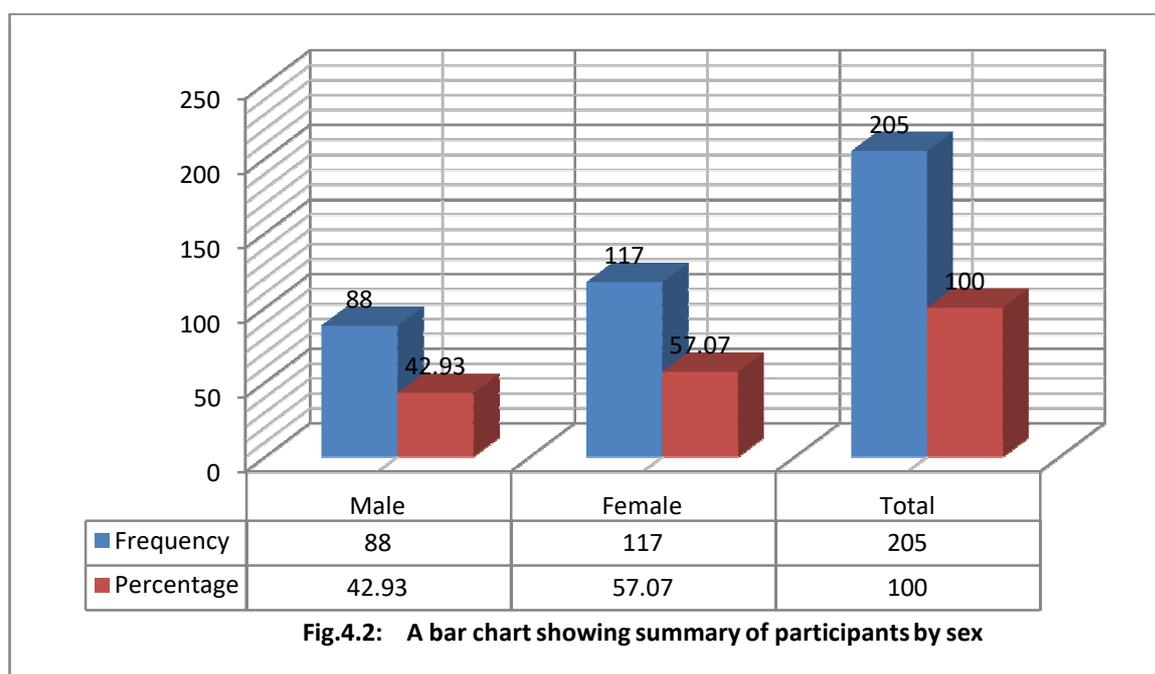


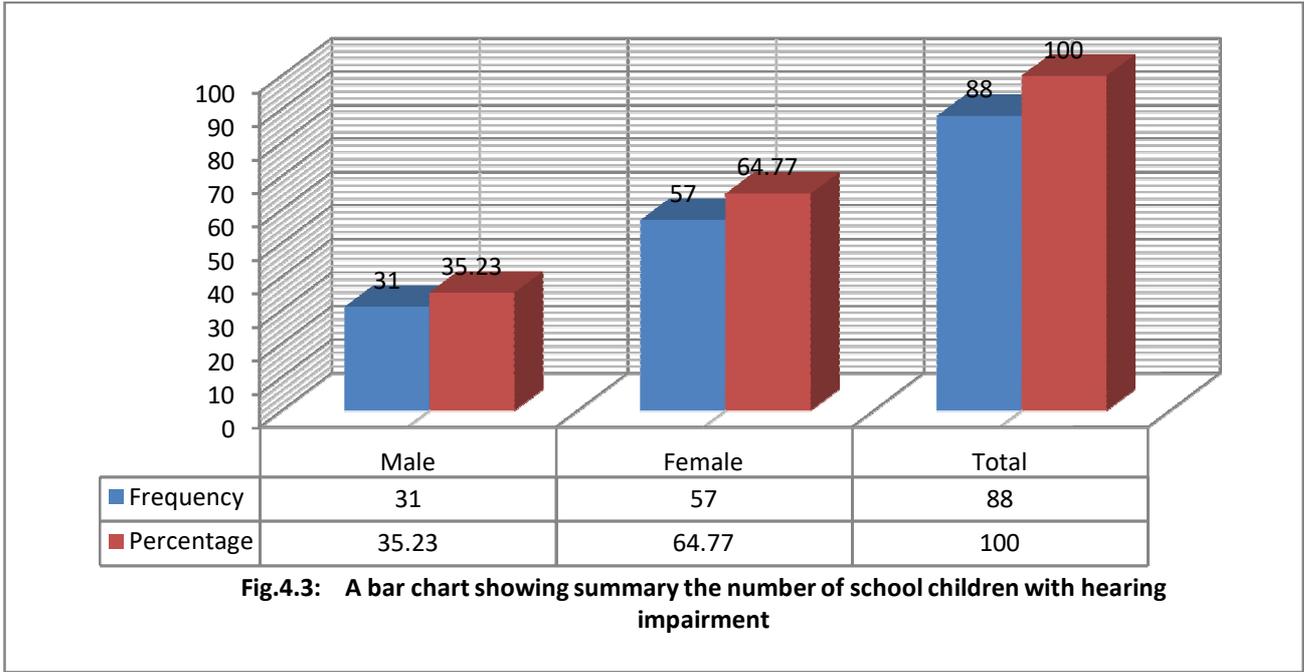
Table 4.2 and Figure 4.2 above reveal that there were more female participants than the male participants.

## 1.2. Answering research questions

**Research question 1:**What is the total number of school children with hearing impairment in AkwaIbom State, Nigeria?

Table 4.3.: Number of school children with hearing impairment

Sex	Frequency	Percentage
Male	31	35.23
Female	57	64.77
<b>Total</b>	<b>88</b>	<b>100%</b>



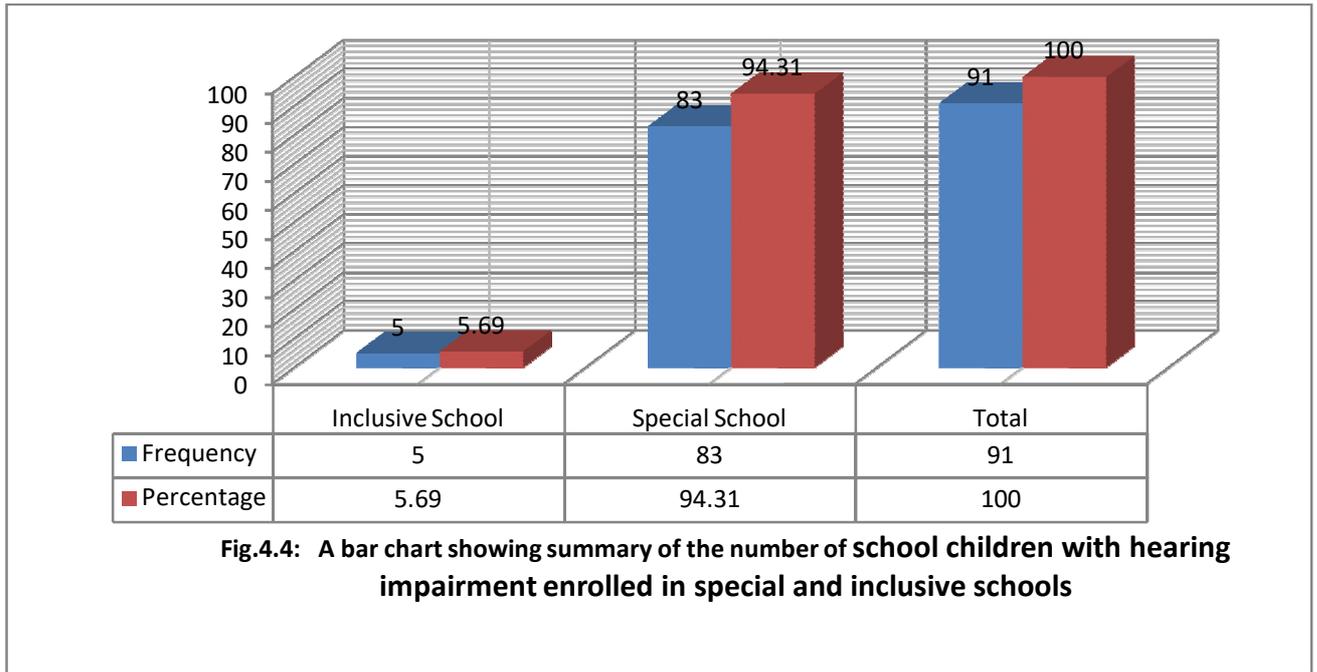
**Fig.4.3: A bar chart showing summary the number of school children with hearing impairment**

Table 4.3 and figure 4.3 show that there are 88 school children with hearing impairment in Akwaibom State, Nigeria. The table and the figure revealed that there are more female deaf children than male who enroll in school.

**Research question 2:** What number of children with hearing impairment is enrolled in special and inclusive schools in Akwaibom State, Nigeria?

Table 4.4: number of school children with hearing impairment enrolled in special and inclusive schools

Type of school	Frequency	Percentage
Inclusive school	5	5.69
Special school	83	94.31
<b>Total</b>	<b>88</b>	<b>100%</b>



**Fig.4.4: A bar chart showing summary of the number of school children with hearing impairment enrolled in special and inclusive schools**

The Table 4.4 and Figure 4.4 show that out of the total of 88 school children with hearing impairment enrolled in school, 5 (5.69%) are found in inclusive school while a whopping number of 83 (94.31%) are enrolled in special schools. The reason for this inordinate difference may be largely cut across attitudinal, infrastructural, financial and manpower indices of inclusive education in the State.

### 1.3. Hypotheses testing

**Hypothesis One:** There is no significant relationship between school factors (school facilities, teacher quality, home-school partnership, and language needs) and the dependent variable (parental choice of school).

Table 4.5: Correlation between school factors (school facilities, teacher quality, home-school partnership, and language needs) and the dependent variable (parental choice of school)

Variables	Mean	Std. Deviation	N	Df	R	P	Remark
Parental choice of school	12.04	4.24	205	4	-	-	-
School facilities	10.81	3.11			.611*	.000	Sig.
Teacher quality	9.91	3.41			.802*	.000	Sig.
Home-school partnership	10.30	3.77			.685*	.000	Sig.
Language needs	11	3.96			.874*	.000	Sig.

\* Correlation Significant at 0.05 level

Table 4.5 revealed that there were significant relationship between school factors (school facilities, teacher quality, home-school partnership, and language needs) and the dependent variable (parental choice of school). This shows that parental choice of school has a positive correlation with school facilities ( $r=0.611$ ,  $P < 0.05$ ), teacher quality ( $r=0.802$ ,  $P < 0.05$ ), home-school partnership ( $r=0.685$ ,  $P < 0.05$ ), and language needs ( $r=0.874$ ,  $P < 0.05$ ). Since P-value was lesser than 0.05 level of significance, therefore, the null hypothesis was rejected.

**Hypothesis 2:** There is no significant composite contribution of the independent variables (school factors) to the dependent variable (parental choice of school).

Table 4.6: Summary of multiple regression analysis showing the joint contribution of school factors (school facilities, teacher quality, home-school partnership, and language needs) and the dependent variable (parental choice of school)

<b>R</b>		<b>R Square</b>		<b>Adjusted R Square</b>		<b>Std. Error of the Estimate</b>
0.899		0.802		0.790		1.551
SUMMARY REGRESSION ANOVA						
	Sum of Square	Df	Mean Square	F	P	Remark
Regression	3911.829	4	678.006	806.308	.000	Sig.
Residual	2831.643	200	487.102			
Total	6743.472	204				

Table 4.6 above showed that there was a significant composite contribution of school factors (school facilities, teacher quality, home-school partnership, and language needs) and the dependent variable (parental choice of school). The table also shows a coefficient of multiple correlation (R) of 0.899 and a multiple R Square of 0.802. This means that 79% ( $Adj. R^2 = 0.790$ ) of the variance in the parental choice of school is accounted by school factors, when taken together. The significance of the composite contribution was tested at  $p < 0.05$  using the F-ratio at the degree of freedom ( $df = 4/204$ ). The table also shows that the analysis of variance for the regression yielded an F-ratio of 806.308 (sig. at 0.05 level).

**Hypothesis 3:** There is no significant relative contribution of the independent variables (school factors) to the dependent variable.

Table 4.7: Summary of multiple regression analysis showing relative contribution of school factors (school facilities, teacher quality, home-school partnership, and language needs) and the dependent variable (parental choice of school)

Variable	Unstandardised Coefficients		Standardised Coefficients	T	Sig.
	(B)	Std. Error	Beta		
Constant	21.331	.546	-	24.577	.000
School facilities	.678	.038	.310	25.249	.000
Teacher quality	.711	.043	.351	26.238	.000
Home-school partnership	.804	.033	.447	27.439	.000
Language needs	.824	.037	.512	29.856	.000

Table 4.7 reveals that there is a significant relative contribution of the school factors to the parental choice of school expressed as beta weights. School factors such as school facilities, teacher quality, home-school partnership, and language needs makes significant relative contribution to parental choice of school. Using the standardised regression coefficient to determine the relative contribution of the independent variables, Language needs of the child ( $\beta = 0.512$ ,  $t=29.856$ ,  $p<0.05$ ) indicates most potent contributor to the prediction, followed by Home-school partnership ( $\beta = 0.447$ ,  $t=27.439$ ,  $p<0.05$ ), teacher quality ( $\beta = 0.351$ ,  $t=26.238$ ,  $p<0.05$ ) and school facilities ( $\beta = 0.310$ ,  $t=25.249$ ,  $p<0.05$ ) makes the least contribution to parental choice of school. Therefore, the null hypothesis was rejected.

**Hypothesis four:** There is no significant relationship between sociodemographic factors (parents' socioeconomic status, attitudes, and school safety) and the dependent variable (parental choice of school)

Table 4.8: Correlation between sociodemographic factors (parents' socioeconomic status, attitudes, and school safety) and the dependent variable (parental choice of school)

Variables	Mean	Std. Deviation	N	Df	R	P	Remark
Parental choice of school	9.23	3.11	205	3	-	-	-
Parent's socioeconomic status	9.01	3.00			.556*	.000	Sig.
Attitudes	10.11	3.78			.721*	.000	Sig.
School safety	11.03	4.13			.617*	.000	Sig.

\* Correlation Significant at 0.05 level

Table 4.8 shows that there was significant relationship between sociodemographic factors (parents' socioeconomic status, attitudes, and school safety) and the dependent variable (parental choice of school). This means that parental choice of school has a positive relationship with parent's socioeconomic status ( $r=0.556$ ,  $P < 0.05$ ), attitudes ( $r=0.721$ ,  $P < 0.05$ ), and school safety ( $r=0.617$ ,  $P$

< 0.05). Realizing that P-value was lesser than 0.05 level of significance, therefore, the null hypothesis was rejected.

**Hypothesis five:** There is no significant composite contribution of the independent variables (sociodemographic factors) to the dependent variable (parental choice of school).

Table 4.9: Summary of multiple regression analysis showing the joint contribution of sociodemographic factors (parents' socioeconomic status, attitudes, and school safety) and the dependent variable (parental choice of school)

<b>R</b>		<b>R Square</b>		<b>Adjusted R Square</b>		<b>Std. Error of the Estimate</b>
0.811		0.754		0.711		1.043
SUMMARY REGRESSION ANOVA						
	Sum of Square	Df	Mean Square	F	P	Remark
Regression	2145.054	3	367.156	412.021	.000	Sig.
Residual	956.926	201	198.220			
Total	3101.980	204				

Table 4.9 above indicates that there was a significant composite contribution of sociodemographic factors (parents' socioeconomic status, attitudes, and school safety) and the dependent variable (parental choice of school). Table 4.9 also reveals a coefficient of multiple correlation (R) of 0.811 and a multiple R Square of 0.754. This means that 71.1% ( $Adj. R^2 = 0.711$ ) of the variance in the parental choice of school is accounted by all the sociodemographic factors under study. The significance of the composite contribution was tested at  $p < 0.05$  using the F-ratio at the degree of freedom ( $df = 3/204$ ). Similarly, the table also shows that the analysis of variance for the regression yielded an F-ratio of 412.021 (sig. at 0.05 level).

**Hypothesis six:** There is no significant relative contribution of the independent variables (sociodemographic factors) to the dependent variable.

Table 4.10: Summary of multiple regression analysis showing relative contribution of sociodemographic factors (parents' socioeconomic status, attitudes, and school safety) and the dependent variable (parental choice of school)

Variable	Unstandardised Coefficients		Standardised Coefficients	T	Sig.
	(B)	Std. Error	Beta		
Constant	17.121	.312	-	34.290	.000
Parents' socioeconomic status	.711	.030	.234	26.001	.000
Attitudes	.801	.056	.378	28.112	.000
School safety	.813	.054	.397	28.123	.000

Table 4.10 reveals that there is a significant relative contribution of the sociodemographic factors (parents' socioeconomic status, attitudes, and school safety) and the dependent variable (parental choice of school) expressed as beta weights. Using the standardised regression coefficient to determine the relative contribution of the sociodemographic factors, school safety ( $\beta = 0.379$ ,  $t=28.123$ ,  $p<0.05$ ) contribute most to the prediction, followed by attitudes ( $\beta = 0.378$ ,  $t=28.112$ ,  $p<0.05$ ), and parents' socioeconomic status ( $\beta = 0.234$ ,  $t=26.001$ ,  $p<0.05$ ) makes the least contribution to parental choice of school. Therefore, the null hypothesis was rejected.

#### 4.4. Discussion of findings

**Hypothesis 1-3:** significant relationship, composite and relative contribution of school factors (school facilities, teacher quality, home-school partnership, and language needs) to parental choice of school

Direct relationship exists between school factors such as school facilities, teacher quality, home-school partnership, and language needs and the dependent variable (parental choice of school). The findings of this study corroborate the work of Roseti (2009) which supported that parents of children are insisting on quality learning in the classroom through the provision of facilities. This is because school facilities have become essential tool in today's information age, and makes a dramatic impact on the lives of people through education, research and development in the global perspective, as a strategy for empowering schools to achieve sustainable development goals for all children especially those with hearing impairment. School facilities have proven to be catalyst for improving

access to quality education and as language tool for children with hearing impairment. Thus, over the past decades in the field of Special Education, parents of these children have been crusading on the use of language assisted technology in education of children with hearing impairment because of the recognition of its prominent role in facilitating the acquisition of language of language by these children. For instance, Use of pictures, language games, graphic representation in language teaching and learning has become a common phenomenon at present. These devices are effective additional aids in language classroom for hearing impaired children. Using different relevant language technologies in classrooms makes the class interesting and interactive. It helps the learners to visualize the content of the classroom. Also, it makes the learners more attentive and deaf engaged in tasks. When pictorial language technologies are used to introduce any concepts to the learners, it becomes more real and contextualized. These learners get an overview of the lesson and can generate ideas better. It improves the learner comprehension ability. Therefore, the availability of language facilities in aschool has become a key in index parents use to assess the quality of school and it strongly influence their choice of school for their children with hearing impairment.

Also in line with Quar (2005), individuals with hearing impairment utilize a variety of facilities that provide them with improved accessibility in numerous environments. Most devices either provide amplified sound or alternate ways to access information through vision and/or vibration. The availability of these devices plays a key role in the choice of school for them. The reason is the overall goal of all of these devices is tofacilitate language acquisition by these children. Depending on their needs in specific situations, hearing impaired children may require these facilities. While many parents who are well to do in the society consider availability of these facilities when choosing schools for their children those who are financially incapable may opt against these schools. The author noted that either way, availability of facilities in a school is a factor parents consider before choosing schools for their children. The availability of facilities like assistive learning devices (ALD) often attracts high class parents and repulses those from low class owing to the financial implications. These devices typically are used to improve the signal-to-noise ratio in any given situation. In addition to increased volume, ALDs provide the listener with a direct connection to the sound source and help minimize the effects of background noise, distance and room acoustics.

The availability of these facilities provides parents with a range of opportunities to choose from for their children which is a reflection of their income level. Some parents are of the view that a great deal of language can be acquired through the sense of sight in the case of the deaf (Anderson, 2012). In the light of the above, the use of learning facilities that appeal to the sense of sight becomes

justifiable in language programmes for hearing impaired children because as result of their defective auditory channel, they are made to be visual learners. Teaching language is not an easy task and it needs to be interesting enough to remove the abstractness and arbitrariness of language as well as the anxiety of the learners. Teaching language to hearing impaired children becomes monotonous when the language teachers are compelled to rely on abstract explanation and text books as the only source of language input. For this reason, language teachers tend to adapt different resources to teach language more effectively and more interestingly. Some parents in the current study noted that when these facilities are not available then such a school should not admit children with hearing impairment that rely solely on visual facilities for learning. Thus, for well informed and capable parents, school facilities are considered as prerequisite for the enrollment of their children with hearing impairment in any school.

The current study is also in congruent with Nwagwu (2008) and Ogunsaju (2000) who reported that school facilities influence parental choice and stated that parents maintained that their choice of school for their children bears direct relevance to the availability or lack of learning facilities and overall atmosphere in which learning takes place. Facilities such as educational games and other ICT facilities and facilitate learning in key in language development of a deaf child. Also, equipment such as, hearing aids, computers, internet, projectors, reading, math, writing devices, tape recorders audio books and other standalone and integrated educational resources use bridge the gap between their potentials and expected achievement. These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school.

In the current study 81 percent of the sample is of the opinion that school facilities influence their choice of school for children with hearing impairment while 19 percent suppose otherwise. It is realized that the preference for facility driven schools is greatly determined by the socioeconomic status of the parents. Thus, the findings of study also corroborate Gbenga, (2007) who found that school facilities strongly correlated with parental choice of school of children with hearing impairment. Gbenga noted that although learning facilities give good opportunities in terms of learning efficiency and quality teaching, they are not meant for all classes of children and are not accessible to all classes of parents. All parents would have preferred and give their children with hearing impairment the opportunity to access quality schools that have adequate facilities that aid their children's learning and development, many parents because of their financial standings would choose schools without these facilities to ensure that their children stay in school graduate. Though these facilities provide opportunities for greater flexibility, interactivity and accessibility for

engaging teaching and learning at the individual level, (which all parents always desire for their children), many parents ignore these important qualities and choose for their children schools without these facilities, to ensure that their children complete school. Anderson (2002) similarly, reported many parents acknowledged that even parents from all socioeconomic classes, geographical location, belief system agreed that schools with good facilities strongly influence their decision when choosing schools for their children whether they have what it takes or not. While those who cannot afford the bills of such school noted that they consider that because they cannot send their children to schools they cannot pay their children's tuition and ensure that he/she completes school. They agreed that school facilities also influence their decision every parents desire that the child has uninterrupted schooling and complete when peers graduate. It is great responsibility to know what facilities a school has and the financial implication and match that with your financial status before enrolling your child in such a school so that you do not build frustration in their life as he/she is been kept of school for inability to pay tuition fees.

The findings of the current study also support the work of Berliner (2016) which supported teachers' quality plays a crucial role in parental choice of schools for their children with hearing impairment. In the current study, parents are with the perception that many inclusive teachers are not adequately prepared for the challenges of educating students with hearing impairment— who, contrary to some misconceptions, can achieve in any classroom whether segregated or inclusive classrooms. It is important to note that parents who are educated and are committed to investing quality resources in their children's education primarily consider how effective teachers in a particular school are before opting to enroll their child. This is because these parents have their expectations and standards they set for schools. Teachers' quality has generally been recognized as playing an important role in ensuring that teachers are part of a skilled and up-to-date profession to promote competency and ensure effective instructional delivery that is outcome-oriented. Educated parents are of the view that Universal Basic Education teachers as a matter of fact have to learn how to teach well before being given full responsibility for an inclusive classroom characterized by diversity. The knowledge and skills teachers require in addressing the complex cases of hearing impairment manifested in the classroom are myriad and must ensure that they possess the requisite knowledge before handing the responsibility of teaching a class with hearing impaired students. It is realized that parents' ability to assess the quality of teachers also depends on educational level of the parents. As in the case of the current study, many parents are unable to assess the quality of teachers, and thus, do not consider the quality of teachers in their choice of school for their children. As supported by Roten and Eszar (2013), the authors buttress the findings of this study by reporting that illiterate parents had no consideration for quality of teachers in their choice of school. When

parents are not educated they lack the ability to evaluate teacher's quality in meeting the learning needs of their children with hearing impairment. Thus, it is not uncommon to observe that such parents are of the belief that all teachers possess the same quality and are capable of ensuring quality instructional delivery. It is in line with this that the quality of teachers in the nation has been the subject of sharp critiques, and so have many preparation programmes that dissect the cases of hearing impairment in the classroom. Numerous studies have reported that many UBE teachers in Nigeria do not feel prepared to teach the diversity of students in their classrooms effectively as well as complicated cases manifested by children with hearing impairment and this gives educated parents point to consider in their decisions for their children's school. However, the participants in this study noted that they do not have knowledge of teachers' effectiveness in meeting the learning needs of their children rather they enroll their children in any available school.

One of the most important skills in the life of children with hearing is ability to acquire or meet his/her daily language challenge in the family, community and school. Hearing impaired children lack the facility to naturally acquire language as natural phenomenon rather consciously learn language which has huge implication on quality of services and programmes the school system have available to meet the language needs of the children and to meet parents' expectation. The ability to acquire proficient language by all children including those with hearing impairment is an essential facility for human experience, cognitive and social development. Language development is one of the most visible and important achievements in the early childhood. New language tools for hearing impaired children mean new opportunity for social understanding, learning about the world, sharing experiences and for social adjustment. Thus, the language competence of a child with hearing impairment is very critical to any school or society. Thus, with this basic need for language acquisition of these children there has been heated debate on which school provide the maximum opportunity for children with hearing impairment to acquire language.

The findings of this study are in line with the work of by Ebuburure (2008) which reported that many parents opted to enroll their children with hearing impairment in inclusive school noting that direct communication between hearing impaired students and teaching staff was identified as important in meeting the language needs of these children and promote positive learning experience. Parents considered that the language needs of these children are only met in inclusive schools, and supported that as teachers communicate directly with them is very instrumental to their language development and communication with others both in the school and community. Hearing impaired students' ability to communicate with staff members and their peer group in inclusive settings form a central part of their educational experience and meet parents' expectation. Parents noted that the

practical strategies such as play role, drama, brainstorming and inclusive play currently practiced in some inclusive schools were perceived as effective in developing the language of these children. Parents recommended that inclusive schools should use more of visual approaches; acknowledging that these are major ways through which the hearing impaired students learn language. Hearing people who have knowledge of some Sign Language and visual communication strategies, having other hearing students at school and hearing impaired students proved a significant factor for meeting the language needs and drastically reduces language difficulty of these children. However, some parents have preference for special schools as the most appropriate setting for facilitating language competence among children with hearing impairment.

Similarly, the extent to which schools provide parents with opportunity to partaking in core decision making in their children's education is always a critical factor of consideration by some parents in choosing a school for their children with hearing impairment. This is because educated and committed parents consider involvement in their child education very essential in children's learning success, and are committed to their child's learning through home-school partnership to increase chances of overall development of the child. The findings of this study corroborate the work of Sadi and Edet (2013) which supported that while parents who are not educated do not consider home-school partnership essential in their choice of school, the educated parents revealed that home-school collaboration is a critical factor of consideration in their choice of schools for their children with hearing impairment. Illiterate parents noted that they have little or no knowledge on their child's educational needs and consider their contributions irrelevant to educational development of their children. However, educated parents noted that home-school collaboration is a sine qua non in their child's educational development.

**Hypothesis 4-6:** Significant relationship, composite and relative contribution of sociodemographic factors (parents' socioeconomic status, attitudes, and school safety) to parental choice of school

Findings from the present study show a significant relationship, composite and relative contribution of sociodemographic factors (parents' socioeconomic status, attitudes, and school safety) to parental choice of school. Parents' socioeconomic status is a critical factor of consideration in parental choice of school for children with hearing impairment because schools that provide educational services for children with hearing impairment vary in quality from those of low quality with dilapidated facilities to affluent schools that provide quality educational services that comply with global best practices in education of children with hearing impairment. Parents make choice of schools for their children to reflect their income level. Parents' socioeconomic status is a central

element which expands and strengthens school choice. The findings of this study corroborate the work of Barbar and Folani (2012) which supported that socioeconomically advantaged parents tend to send their children to privately managed schools while disadvantaged parents tend to send theirs to publicly managed schools. On the other hand, children from poor homes are enrolled in schools with no adequate facilities to develop the child. Parents with lower incomes often have to work longer hours to earn their small salaries. This leaves less income for enrolling their children in quality schools with boarding facilities. Hence their learning process is more tedious than those without hearing loss due to language and communication problems. There is also, typically, more conflict in homes of lower incomes because there are more tensions cause by stress within the family.

Parents and their children with hearing impairment always seek a learning environment that provides optimal social and emotional support essential for the child's social and psychological adjustment as well as motivation for learning. Every parent seeks a school or society that has positive attitudes towards their child and treats the child without discrimination and on equal footing with other children with disability. Thus, attitudes of the teachers and peers in a particular school either increase or reduce the likelihood that parents enroll their wards with hearing impairment in such schools. The findings of this study is in line with Florian (2012) who reported that many general classroom teachers in Nigeria resist including children hearing impairment in their classes believing that inclusion interferes with the quality and effective education of other students without disabilities. In the same vein, Okoi and Kire (2013) it was reported that many parents withdrew their children with hearing impairment from inclusive schools back to segregates schools on consistent report of negative attitudes from teachers towards their children. In the current study, parent lamented that the disability of their children brings discrimination and unfair treatment to their children in classroom, and called for re-orientation of inclusive education teachers.

The findings of this study corroborate Agwara's (2009) findings which supported that most parents patronized segregated school with the reason that teachers in special schools have positive attitudes towards their children with hearing impairment and are committed to overall development of these children. Parents in the current study express disappointment that most teachers in inclusive schools are yet to come to terms with inclusive mandate. Many teachers in Nigeria even with the adoption of inclusive education do not support it. The present study showed that teachers' attitudes were negative on the basis that there were: inadequate support and training, non-proportional ratios (more students with hearing impairment in classrooms than normally would be), teachers feeling unprepared to meet academic needs of students with hearing impairment, the stress and inability to sign to the child, and too much extra time adapting the curriculum and collaborating with sign

language interpreters. Therefore, teachers' attitudes play a key role in parental choice of school for children with hearing impairment.

Parents reported that many teachers have not been favorably disposed to the task of teaching children with hearing impairment in their classroom and that serves a warning sign to them in choice of school for their children with hearing impairment (Center & Ward, 2013). The current study has shown that the concerns of teachers include the amount of individualized time these children might require, possibly to the detriment of other students; poor academic performance of the students, the difficulty in teaching them; lack of adequate support services; and teachers' concerns about deficiencies in their own training and preparation in the skills required to support inclusive educational practice. Teachers' negative attitudes were additionally influenced by the severity of the hearing loss they are asked to accommodate within their classroom.

With increase in security challenge in Nigeria, the safety of school children especially those with hearing loss has become a huge concern to parents and teachers. The findings of the current study are in line with the findings of Hassan and Dura (2017) which revealed that transfer of school children from one school to another has greatly increased in recent times particularly in northern part of Nigeria in attempt to ensure safety of their children. As a result of security factor, parents in the current study noted that they transfer their children from crisis prone areas to places where their children have violence-free and conducive learning environment. Thus, it is, therefore, imperative that educational stakeholders foster safe and secure school environments to facilitate increased learner enrolment, retention and completion and hence attainment and quality education. In corroboration, Hassan and Dura (2017) stated that school safety has become imperative to parents and a critical factor of consideration in choice of school for their children with hearing impairment because of the recent hike in security cases and schools need to undertake measures to either minimize or eliminate risky conditions or threats that may cause accidents, bodily injury as well as emotional and psychological distress to these children. Accidents can lead to disability or death while emotional and psychological trauma can result in lack of self-esteem and ultimately lead to poor performance of tasks and responsibilities. Creating a school safe zone does not only mean ensuring an accident free school environment. Rather, it is the responsibility taken by learners, staff, parents and stakeholders to foster all-round safe living within school premises.

In the same line, Adoni and Fira, (2015) buttressed that because children with hearing impairment may lack the facility to access emergency information such as an impending crisis, parents take great precaution in their choice of school. This situation gives parents a great source of worries, and are often cautious to ensuring that their children with hearing impairment are not exposed to the risk of such crises. The security situation in Nigeria today has led to increased

preparation and protocols for emergency situations. Schools are expected to have plans in place, know that there are different emergency situations that call for different responses, and practice for these eventualities each semester. Professionals who understand the needs and abilities of students who are deaf and hard of hearing can be instrumental in the hands-on preparation of students to ensure they are not at risk during emergency situations. Thus, the safety of a child within the school is of utmost important to participants in the present study.

#### **4.4. Summary of findings**

Based on the statistical analysis of each of the hypotheses, the findings of the study were summarized as follows:

1. There is significant relationship between school factors (school facilities, teacher quality, home-school partnership, and language needs) and the dependent variable (parental choice of school).
2. There is significant composite contribution of the independent variables (school factors) to the dependent variable (parental choice of school).
3. There is no significant relative contribution of the independent variables (school factors) to the dependent variable.
4. There is significant relationship between sociodemographic factors (parents' socioeconomic status, attitudes, and school safety) and the dependent variable (parental choice of school).
5. There is significant composite contribution of the independent variables (sociodemographic factors) to the dependent variable (parental choice of school).
6. There is significant relative contribution of the independent variables (sociodemographic factors) to the dependent variable.

## **CHAPTER FIVE**

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 5.1. Summary

This study investigated school and socio-demographic factors as predictors of parental choice of school for children with hearing impairment in Akwaibom Nigeria. To achieve this, the background of the study was given to reveal the trend of past efforts in addressing school and sociodemographic factors of parental choice of school for children with hearing impairment. This was followed by a clear statement of the problem of the study. The purpose of the study was stated followed by three research questions and hypotheses which were formulated to give direction to the study. The significance of the study, and delimitation was stated and terms were operationally defined.

Relevant literatures were reviewed conceptually, theoretically and empirically to reveal what past researcher have done in the subject of school and sociodemographic factors of parental choice of school for children with hearing impairment. This helped in giving a broader view of school and sociodemographic factors vis-à-vis parental choice of school for children with hearing impairment.

Survey design of correlational type was adopted for the study. The population of the study was parents of children with hearing impairment. A total sample of 205 respondents was selected for the study. One instrument self-designed and well validated was used for data collection. The research questions were answered using descriptive statistics of percentage and bar chart while the formulated hypotheses were tested using Pearson Product Moment Correlation Coefficient Analysis and Multiple Regression Analysis at 0.05 level of significance.

The results show that there is significant relationship between school factors (school facilities, teacher quality, home-school partnership, and language needs) and the dependent variable (parental choice of school). It is also revealed that language needs of a child with hearing impairment, teachers' quality, home-school partnership and school facilities have a correlation with parental choice of school for children with hearing impairment in this order. The result also show that while school factors have strong relationship with parental school choice, language needs of the child makes the most potent contribution to parental choice of school. Home-school partnership, teachers' quality and school facilities contribute in this order.

Similarly, there is significant relationship between sociodemographic factors (parents' socioeconomic status, attitudes, and school safety) and the dependent variable (parental choice of school). The result shows that teachers' attitudes have the strongest relationship followed by school safety and parents' socioeconomic status has the weakest relationship. The result also shows that

school safety makes the most contribution to parental choice while attitudes and parents' socioeconomic status follow in this order.

## **5.2. Conclusion**

School factors such as school facilities, teacher quality, home-school partnership, and language needs influence parental choice of school for children with hearing impairment. The findings give a clarion call and create awareness among schools and proprietors of parental values in the education of children with hearing impairment. This ensures that these children are enrolled in schools that match parents' interest. Similarly, sociodemographic factors such as parents' socioeconomic status, attitudes, and school safety contribute significantly to parental choice of school for children with hearing impairment.

## **5.3. Recommendations**

Based on the findings of this study, it is therefore recommended that:

- Government and schools should ensure that appropriate school facilities are provided both in quality and quantity to promote quality education and development of children with hearing impairment.
- Schools and Government should provide regular in-service training to teachers to improve their knowledge and competence in education of children with hearing impairment.
- School should organize regular programmes to educate parents on the need to effectively partner with teachers to ensuring that the needs of their children with hearing impairment are holistically met in school.
- Schools and Government should equip schools with adequate language resources as a commitment to meeting the language needs of children with hearing impairment in schools.
- Government, nongovernmental organizations and well meaning individuals should wholly or partly take the responsibility of educating these children to ensure that even those from poor backgrounds could afford quality education.
- The school community should improve their attitudes towards children with hearing impairment to promote comprehensive inclusion of these children in the mainstream of the school.
- Government and schools should put in place adequate security measures to ensure the safety

### **5.7. Suggestions for further study**

- The scope of the study needs to be expanded beyond Akwaibom, Nigeria to give a broader and more generalized picture of school and sociodemographic factors as predictors of parental choice of school for children with hearing impairment.
- Other factors such as gender differences, type of school should be researched on to provide a comprehensive school and sociodemographic factors vis-à-vis parental choice of school for children with hearing impairment. Therefore, this study may be replicated to incorporate larger content and geographical scope.

### **References**

- Aaron, I. (2009). The relevance of language skills for deaf children in school: Reactions of parents. *Journal of Deaf Culture* 5 (2) 9-15
- Abari, E.Y. (2015). Parents' management of their children's education within the home, at school, and in the community: An examination of African-American families living in poverty. *The Urban Review*, 32(1),1-23.
- Adeosun, A. and Dada, G. (2012). *Research methods in education*. Ibadan: Gloryland
- Adeyanju, R.J. (2016). Approaches to evaluating teacher effectiveness: A research synthesis. Washington, DC: National Comprehensive Center for Teacher Quality.
- Adeyin, G.P. and Joke, C. (2011). *Parental Choice and Educational Policy*, Edinburgh: Edinburgh University Press.
- Adfoni, S.G. and Hugh, B. (2017). Determinants of parents' choice in selection of private schools. *European Journal of Scientific Research*, 44(1), 140-151.
- Adock, R. (2017). *Enhancing professional practice: A framework for teaching*. Alexandria VA: Association for Supervision and Curriculum Development.
- Adoni, E. and Fira, D.G. (2015). Predicting perceptions of fear at school and going to and from school for Nigerian students: The effects of school security measures. *Youth & Society*, 43, 705–726.
- Afore, C. (2014). Authoritative school discipline: High school practices associated with lower student bullying and victimization. *Journal of Educational Psychology*, 102, 483–496.
- Agwara, C.B. (2009). Student teachers' attitudes towards the inclusion of children with special needs. *Educational Psychology*, 23(1), 87-94.
- Ainscow, E.H. (2017). *Confronting the shadow education system: What government policies for what private tutoring?* Paris: International Institute for Educational Planning, UNESCO. Retrieved from: [www.iiep.unesco.org/.../pdf/2009/Bray\\_Shadow\\_education.pdf](http://www.iiep.unesco.org/.../pdf/2009/Bray_Shadow_education.pdf) on April 4 2018
- Aitar, A. and Gbomo, O. (2013). A multivariate examination of parent involvement and the social and academic competencies of urban kindergarten children. *Psychology in the Schools*, 41(3), 363-377.
- Akinwunmi, S.F. (2014). Black parental involvement in education: *South African Journal of Education*, 24(4):301-307.
- Akoni, E.F. and Josha, O.K. (2015). Parental considerations when choosing schools for their children with hearing impairment. *International Journal of Social Behavior & Personality* 8 (4), 337-342.
- Akunfe, N. and Iwuru, T. (2015). *Adult Attitude Scale towards inclusion. A scale for measuring the attitudes of adults towards including students with disabilities in the regular classroom*. Unpublished scale.
- Alade, S., Nwadingwe, T. and Victor, N. (2014). Intergenerational persistence in income and social class: The school choice parents make. *Journal of the Royal Statistical Society: Series A (Statistics in Society)*, 176(2), 541–563.
- Alansuer, G.S. (2004). The Public-Private Decision about School Choice, Ellen Goldring, Vanderbilt University. Brigham Young University Paper Presented at the Annual Meeting of the American Educational Research Association, San Francisco, California April 8.
- Albertini, O. and Lang, H. (2011). American Sign Language and reading ability in deaf children. *School Annals* 12 (4) 134-137

- Ali, G. and Jelas, H. (2016). Educating all students in school: Attitudes and beliefs about inclusion. *Education and Training in Mental Retardation*, 27, 176-182.
- Aljije, B. (2002). School quality, school cost and the public/private choices of low income households in Nigeria. *Journal of Human Resources Spring* pp 304-326
- Al-Matalka, A., Filan, T.E. and Dalo, B. (2014). Predictors of parental choice of school for children with disabilities. *Journal of Special Education* 6 (2) 67-70.
- Aluede, S.G. (2011). The critical role of nurturing environments for promoting human well-being. *American Psychologist*, 67, 257-271.
- Anderson, W. (2012). Do parents like technologically driven classroom? *Journal of Contemporary Issues in Education* 4 (1) 118-120
- Andril, D. and Dhono, V. (2012). *Management of Educational facilities in Nigerian Secondary School. The role of administrators and inspectors. Journal of Educational Assessment* 6: 67-70
- Andril, S.H. and Dhono, M. (2012). Print literacy engagement of parents from low-income backgrounds: Implications for adult and family literacy programs. *Journal of Adolescent & Adult Literacy*, 52(6), 509-521.
- Arte, E.T. and Counar, B. (2015). The roles of the educational interpreter in mainstreaming. *Teaching Exceptional Children. Summer: 22-28.*
- Assar, E.T. and Hildar, N. (2017). Cops and cameras: Public school security as a policy response to Columbine. *American Behavioral Scientist*, 52, 1424-1446.
- Atanda, I. (2014). How parental involvement benefits kids with hearing impairment. <https://www.verywellfamily.com/how-parent-involvement-benefits-kids-3288064>. Date of access: 10 March 2018.
- Atemola, W. (2009). Factors that influence parents' choice of pre-schools education in Malaysia: An Exploratory Study. *International Journal of Business and Social Science*. 2(15) 89-100.
- Atoka, Y. (2013). The perspectives of parents toward private schools in Saudi Arabia. *Journal of Immam Mohammed bin Saudi University*, 37. 563-597.
- Autor, R. and Hugh, B.H. (2016). The Walls Speak: the interplay of quality facilities, school climate, and student achievement. *Journal of Educational Administration*, 46 (1), 55-73.
- Ayuba, K. (2013). Why does exposure to language matter? In *The Evolution of language from pre-Language*. Amsterdam: John Benjamins.
- Baggy, M. and Hugh, C.F. (2012). Improving school-justice partnerships: Lessons learned from the Safe Schools/Healthy Students initiative. *Family Court Review*, 51, 445-451.
- Bale, H. and Halor, N. (2014). Building conditions, parental involvement and student achievement in the D.C. public schools. Master's thesis, Georgetown University.
- Barbar, F. and Folani, I. (2012). Redefining parent involvement in school choice: a two-generation approach. *Early Child Development and Care*, 175(1), 23-35.
- Barry, I. and Kane, M. (2013). *Charter schools: Additional federal attention needed to help protect access for students with disabilities*. (2012). Retrieved from: <http://www.gao.gov/assets/600/591435.pdf> on September 5, 2018
- Berliner, D.E. (2016). *How the best performing school systems come out on top*. London: McKinsey & Co.
- Bloom, Q. (2011). Powerless in professional and parent partnerships. *British Journal of Sociology of Education* 19(2), 227-236.
- Bloome, E. and Green, B.G. (2012). *Creating inclusive classrooms: Effective and reflective practices*. 4th Ed. Columbus, OH: Merrill Prentice Hall.

- Boaten, U. and Karma, C.V. (2015). Childhood poverty, chronic stress, and adult working memory. *Proceedings of the National Academy of Sciences of the United States of America*, 106(16), 654-671.
- Boll, E.T. (2018). The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood. Retrieved from: <http://www.nber.org/papers/w17699> On September, 5, 2018.
- Bolly, B.G. (2009). Sources of fear of crime at school: What is the relative contribution of disorder, individual characteristics and school security? *Journal of School Violence*, 2, 57–79.
- Boman, G. and Reud, V.F. (2014). *Security in schools: Its effect on students*. El Paso, TX: LFB Scholarly Publishing LLC.
- Breen, (T.U.2014). Socioeconomic differences in school choice: The contribution of family, neighborhood, and school contexts. *Journal of Educational Psychology*, 100, 235-251.
- Breen, T. (2014). *Mapping the incidence of School dropouts* case study of communities in Northern Ghana, comparative Education 45: 2, 219-232
- Brooks, F. (2014). Teachers' attitudes toward deaf students in Haiti. *International Journal of Special Education*, 21(3), 1- 14.
- Bryan, N. and Bryan, E.E. (2013). Teaching strategies in inclusive classrooms with deaf students. *Journal of Deaf Studies and Deaf Education*. 6(3): 212-225.
- Burguar, A.G. (2015). Does merit pay reward good teachers? Evidence from a randomized experiment. *Journal of Policy Analysis and Management*, 23(3), 471- 488.
- C. Chamberlain, J. Morford, & R. Mayberry (eds). *Language competence of school* (165-190) Mahwah, NJ: Lawrence
- Cannon, T. and Flirba, M. (2015). How poverty affects behavior and academic performance. In E.H. Echan (eds). *Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About it* (Pp34-51). Alexandria, VA: Association for Supervision and Curriculum Development.
- Caplan, A.A. (2010). Why do parents become involved? Research findings and implications'. *The Elementary School Journal*, vol. 106, no. 2, pp. 105-130. Available from URL: <http://www.vanderbilt.edu/peabody/family-school/papers/Hoover-Dempsey2005.pdf>
- Capraro, I. (2012). *The impact of parental involvement, parental support and family education on pupil achievements and adjustment: A literature review*. Research Report 433. London: Department for Education and Skills. Available from URL: [http://www.bgfl.org/bgfl/custom/files\\_uploaded/uploaded\\_resources/18617/Desforges.pdf](http://www.bgfl.org/bgfl/custom/files_uploaded/uploaded_resources/18617/Desforges.pdf)
- Carl, A.C. (2015). A New Wave of Evidence: The impact of school, family, and community connections on student achievement. *School Assessment* 56:78-81.
- Center, D. and Ward, G. (2013). Teacher perceptions of mainstreaming/inclusion, 1958-1995: A research synthesis. *Exceptional Children*, 63(1), 59-75.
- Chris, W. (2009). Redefining parental involvement: lessons from high performing migrant-impacted schools. *American Education Research Journal*, 38(2): 253-288.
- Colclough, V. (2015). Special Report: Why students drop out. *Educational Leadership*, 64(7), 91-93.
- Cook, A.G. and Cook, T. (2014). *Effective teaching strategies which accommodate diverse learners* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Daro, F.J. (2016). The “worst of both worlds”: School security and the disappearing Fourth Amendment rights of students. *Criminal Justice Review*, 28, 336–354.
- Dorsa, Y. (2013). The effects of experiences on teachers' attitudes incorporating special students into the regular classroom. *Education*, 117, 234-240.

- Dwyer, H. and Osher, I.O. (2015). Low-level violence in schools: Is there an association between school safety measures and peer victimization? *Journal of School Health*, 81, 107–113.
- Ebuburure, I.E. (2018). First-language acquisition after childhood differs from second-language acquisition: The case of American Sign Language. *Journal of Speech and Hearing Research*. 36:1258- 1270.
- Eduwat, A.F. and Gal, I. (2012). Literacy and Deaf children: The language question. *Topics in Language Disorders*. 18(4): 1-15.
- Egua, M. (2012). Key issues in learning facilities provision in the third world. *Prospects*, 13 (315-325).
- Ekor, A., Udoren, N.G. and Funke, C.G. (2015). School safety technology in America: Current use and perceived effectiveness. *Criminal Justice Policy Review*, 14, 30–54.
- Ekwama, W. (2013). *Educating the deaf: Psychology, principles, and practices*. Boston: Houghton Mifflin.
- Enang, E. A. (2018). Akwaibom State: How far. *Journal of Culture* 12 (3) 90-92
- Enns, W.T. (2017). Maturational constraints on language learning. *Cognitive Science*. 14:11- 28.
- Enu, E.E. (2009). The classroom that interest children. *The School Journal* 13 (1) 21-23
- Epstein, R. (2013). Narrowing the gap in outcomes for vulnerable groups: A review of the research evidence. Berkshire, UK: National Foundation for Education Research (NFER). Available from URL <http://www.nfer.ac.uk/nfer/publications/LNG01/LNG01.pdf>
- Epstein, R. (2010). Instructional resources and school effectiveness in private and public secondary schools in Lagos State. *Lagos Journal of Educational Administration and Planning* 1(i) pp. 74 – 81.
- Ezewu, D. (2013). The how, whom, and why of parents' involvement in children's academic lives. *Review of Educational Research*, 77(3), 373–410.
- Fakolade, R. and Adelodun, N.G. (2016). Adolescent trust in teachers: Implications for behavior in the high school classroom. *School Psychology Review*, 37, 337–353.
- Farrel, D. (2013). The factors that influence the parents' choice of school. *Education Studies*, 15-40.
- Fizbe, E. and Shady, N. (2009). Poverty and special education." *Poverty and Special Ed*. Learn NC. Web. Retrieved from <http://www.learnnc.org/lp/pages/68016!ref=search> on 28 Oct. 2018.
- Florian, L. P. (2012). An empirical study on teachers' attitudes towards inclusive education in Nigeria. *International Journal of Special Education*, 21(3), 36- 44.
- Florian, O.P. (2017). Teacher quality and educational equality: Do teachers with higher standards-based evaluation ratings close student achievement gaps? *The Elementary School Journal*, 106(1), 3-20.
- Folari, G. (2012). *Type of school, student performance and course placement in university education in Nigeria*. Unpublished seminar report
- Forlin, Q.V. (2013). Effect of student characteristics on teachers' predictions of student success. *Journal of Educational Research*, 96, 1-12.
- Friedel, E. (2010). *We're the mob you should be listening to: Aboriginal elders talk about community–school relationships on Mornington Island*. Unpublished doctoral dissertation, James Cook University, Townsville: Australia.
- Fumi, E. and Eleyele, M. (2014). Theorizing about the relation between American Sign Language and reading. In *Language Acquisition by Eye*. C. Chamberlain, J. Morford, & R. Mayberry (Eds). Mahwah, NJ: Lawrence Erlbaum Assoc. 221 260.

- Garba, Y. and Sanda, U.O.(2017). Influence of Socio –Economic and Educational Background of parents on their children’s education in Nigeria. *International Journal of Scientific and Research Publications*, 3 (10) 78-91
- Gbenga, (2017). Effective use of technology in today’s classroom. *The School Journal* 13 (3) 99-113
- Gboyega, J. and Afolabi, U.O. (2016). Home literacy: Opportunity, instruction, cooperation and socio-emotional quality predicting early reading achievement. *Reading Research Quarterly*, 33(3), 294-318.
- Ghali, E.F., Dadose, N. and Folake, V. (2015). *Selling us the fortress: The promotion of techno-security equipment in schools*. New York, NY: Routledge.
- Gilbet, W.K. (2012). School facilities and parental choice of school. *Journal of Education* 7 (2) 45-50.
- Glewwe, K. (2010). Do school choice reflect parental socioeconomic status? *Journal of Educational Sciences* 7(2) 56-60.
- Glewwe, K. and Chang, T. (2010). Equity indicators: Measures of socio-economic status at an Australian university, *Journal of Institutional Research*, 12(1), 74-93. Retrieved from: <http://hdl.handle.net/10536/DRO/DU:3010091555> on 2 February, 2018.
- Golos, E.Tand Moses, A. (2011). What is an educational facility? In Adesina, S.(Ed) *Introduction to Educational Planning*, University of Ife Press Ltd 1-10.
- Hameed, S. (2017). Where children learn: A discussion of how a facility affects learning. Paper presented at the annual meeting of Virginia Educational Facility Planners. Blacksburg, Va.,
- Harvey, Q. (2010). Parental choice of school and teacher attitudes toward inclusion of students with hearing impairment into regular classrooms. *Education*, 11 7(1), 148-158
- Hassan, J. and Dura B. (2017). Crisis response in the public schools: A survey of school psychologists’ experiences and perceptions. *Psychology in the Schools*, 44, 749–764.
- Hassan, T. (2009). School facilities, materials, and parental choice of school. *The Gifted Quarterly*, 4 (2) 78-88.
- Hawkins, G.H. (2017). Raising school quality in developing countries: what investments Boost learning (Education and Training series, Discussion paper number (EDT) Washington DC.World Bank.
- Heflin H., E. and Bullock, J. (2011). Teacher attitudes towards preparation for inclusion-In support of a unified teacher preparation program. *Post-Script: Postgraduate Journal of Education Research*, 8(1), (1444-383X), 49-60.
- Heflin, W. and Bullock, H.U. (2011). Teacher experience with inclusive classrooms: indications for special education reform. *Journal of Special Education*, 30, 152-186.
- Henderson, E.T. (2015). Secondary education in Nigeria: Trends, progress, problems and issues in Adesina S, Akinyemi K and Ajayi K, (Eds), *Nigerian Education; Trends and Issues*. Ile Ife, University of Ife Press Limited. pp. 16-17.
- Hossain, S. and Zeitlyn, J. (2010). The formation of parent-school trust: A multilevel analysis. *Education Administration Quality*, 45(1), 4-33.
- Hossain, S. and Zeitlyn, A.C. (2010). School choice and culture conflicts in the classroom: What different parents seek from education? *Education Quarterly*, 9(3), 489-501. <http://www.teachthought.com/learning/the-effect-of-parental-involvement-on-academic-achievement/>

- Hugo, K. (2012). Parental Involvement in Child's Education: Importance, Barriers and Benefits. *Asian Journal of Management Sciences and Education*, 3(2): 42-48.
- Ikenna, I. (2015). Home literacy: Opportunity, instruction, cooperation and social emotional quality predicting early reading achievement. *Reading Research Quarterly*, 33(3), 294-318.
- Iruka, A. (2018). *Family-schools partnership framework: A guide for schools and families*. Canberra: Commonwealth of Australia.
- Jaballah, H. and Jemni, B. (2013). School facilities: America's schools report differing conditions. GAO report number HEHS-96-103. Washington, D.C.: General Accounting Office.
- Jarvis, C.H. (2013). Looking through phonological shape to lexical meaning: The bottleneck of non-native sign language processing. *Memory & Cognition*. 17(6): 740-754.
- Jedeskog, R. (2005). Resource provision and utilization, mathematics ability and learning environment as prediction of learning outcome in undergraduate practical geography. Unpublished Ph.D Thesis, University of Ibadan, Ibadan.
- Joe, J. (2013). Characteristics and practices of sign language interpreters in inclusive education programs. *Exceptional Children*. 63(2): 257-312.
- Johnson, W.I., Pugach, K. and Hawkins, E.N. (2014). The enduring Importance of parental involvement. <http://Neatoday.org/2014/11/18/the-enduring-importance-of-parental-involvement-2/>. Date of access: 13 March 2018.
- Jordani, H. (2009). Research-based indicators: Is the glass half-full or half empty? *Journal of Personnel Evaluation in Education*, 4, 33-39.
- Junten, F. (2013). *Building systems of care: A primer for child welfare*. Washington, DC: National Technical Assistance Center for Children's Mental Health Center for Child and Human Development, Georgetown University.
- Kambiaso, D.J. and Gatzier, V. (2018). Attitudes towards the inclusion of children with special needs in the general education classroom: the case of teachers in selected schools in Nigeria. *The Journal of the International Association of Special Education*, 10(1), 60-64.
- Kane, F. and Ayit, S.F. (2011). *Socioeconomic status and child development, annual review psychology*, 53: 371 – 99 retrieved from viriaya.net 27<sup>th</sup> April, 2018.
- Kharn, S.L. (2017). Parents' participation in their child's schooling. *Scandinavian Journal of Educational Research*, 3 (3), 77- 93.
- Kipp, W.E. (2011). School facilities: America's schools not designed or equipped for 21<sup>st</sup> century. GAO report number HEHS-95-95. Washington, D.C.: General Accounting Office.
- Kluwin, M. and Stewart, S. (2011). Development of ASL and English competence for learners who are deaf. *Language Disorders*. 18(4): 61-72.
- Kuder, T. (2013). Classroom acoustics for normal hearing children. Implications for rehabilitation. *Educational Audiology Monographs* 2 (1): 18–38.
- Kurtus, I. (2012). What can be done about school shootings? A review of the evidence. *Educational Researcher*, 39, 27–37.
- Kyauta, H. (2013). Barriers to parental involvement in education: an explanatory model. *Educational Review*, 63(1):37-52
- Lampe, F. (2007). Are regular education teachers equipped to accommodate students with disabilities? *Exceptional Children*, 56(6), 515-526.
- Lavun Local Government of Niger State. M.Ed Dissertation, University of Ilorin.
- Lipman, U.O. (2017). Class, school, municipal and state effects on mathematics achievement in Nigeria: A multilevel analysis. *School Effectiveness and School Improvement*, 20, 319-340.
- Lowel, D. and Andizhan, J.A. (2018). *Hints on school facilities and provision*. Lagos, OSKO Associates.

- Macar, E.N. (2010). General education teachers in the United Arab Emirates and their acceptance of the inclusion of students with disabilities. *British Journal of Special Education*, 31(2), 94-99.
- Mahmood, L. and Ferneley, V. (2016). Use of ICT in school: The school parents like. *Journal of Educational Technology* 7 (2) 89-97
- Malie, G. and Gafar, B. (2014). Resource utilization and academic performance of students in Osun State vocational secondary schools: An Unpublished PhD Thesis, University of Ibadan.
- Mannan, S. (2015). Instructional facilities and secondary school students academic performance in Bida and
- Mesibov, I. and Shea, D. (2011). School practices in parental involvement, its expected results and barriers in public secondary schools: *International Journal of Educational Science and Research*, 6(1):69-78.
- Minkeet, U.O. (2006). Changing student teachers' attitudes towards disability and inclusion. *Journal of Intellectual & developmental Disability*, 28(4), 369-379.
- Muir, G. (2011). High school teacher attitudes toward inclusion. *High School Journal*, 84(2), 7-21.
- Mullen, K. L. (2013). *A comprehensive future: Quality and equality for all our children*. London: Compass.
- Mungu, S. (2017). The role of private schools in education compared to the public schools in Taif City. *Journal of Educational*, 25, 219-271.
- Nchedo, R. (2012). Inclusive education in Guyana: A call for change. *International Journal of Special Education*, 25(1), 126-144.
- New Research Finds. Retrieved January 01, 2014, from
- Nover, Q., Christensen, T.I., and Cheng, C. (2018). The development of language from non-native linguistic input. *Language Development*. 20: 634-645.
- Nwagwu, G.Y. (2018). Relationship of student achievement and characteristics in two selected school facility environmental settings. *Journal of Learning* 3(4) 78-84
- Nzewunwah, M.B.(2005). Family poverty and parental school choice for hearing handicapped. *Journal of Abnormal Child Psychology*. 42(6), 1043.
- Obidike, Y.I. (2018). *A new generation of evidence: The family is critical to student achievement*, Washington DC: National Committee for Citizens in Education. Available from URL: <http://eric.ed.gov/PDFS/ED375968.pdf>
- Obot, E. (2017). *School, family and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Odei, T., Saimo, O. and Kedira, A. (2010). Reflective on "characteristics of general education teachers perceived as effective by their peers: Implications for parental choice. *Exceptionality: A Research Journal* (3), 185- 188.
- Ogbenga, U. (2009). The reasons behind enrolment of children in private schools and views of parents about the private schools. *Education Studies*, 23, 2-17.
- Ogunsaju, D.G. (2017). A study of the relationship between school building condition and student achievement and behavior. Blacksburg, Va.: Virginia Polytechnic Institute and State University.
- Okoi, D. and Kire, B. H. (2013). Beginning special educators: Problems of practice and the influence of school reform. *Teacher Education and Special Education*, 21(3), 155-173.
- Okon, E.T. (2018). The transmission of social inequality: Examination of the linkages between family socio-economic status in childhood and educational achievement in young adulthood. *Research in Social Stratification and Mobility*, 26, 277-295.

- Okunola, E. (2014). *Engaging parents in raising achievement: Do parents know they matter?* Research Report DCSF-RW004, UK: University of Warwick. Available from URL: [http://wiki.ict-register.net/images/0/0a/July\\_07\\_Every\\_parent\\_matters.pdf](http://wiki.ict-register.net/images/0/0a/July_07_Every_parent_matters.pdf)
- Osuala, R. (2005). The atypical population in special education research. *Journal of Educational Research* 7 (4) 67-72
- Oyetunde, T. (2009). Parental involvement in the process of implementation of the National School Nutrition Programme in Public Schools. *International Journal of Educational Sciences*, 9(3):315-323
- Passey, E. (2014). Review of research on the relationship between school buildings, student achievement, and student behavior. *Journal of Learning* 3(4) 51-54
- Pong, E. (2017). How schools perpetuate illiteracy. To break the cycle of illiteracy – how “the poor get poorer” – schools must help parents understand how to help their children at home. *Educational Leadership*, September 1991, 41-44.
- Posky, A.F. (2009). Evaluating attributions of delay and confusion in young bilinguals. *Sign Language Studies*. 3(1): 4-33.
- Preto, W.F. (2018). Why do parents become involved in their children’s education? *Review of Educational Research*, 76, 3-42.
- Quar, C.V. (2005). The influence of school type and location on resource availability and pupils learning outcome in primary schools in Ekiti State, Nigeria. *Educational Thought*, 5(1): 170-176.
- Raph, D. (2011). *Literacy and deafness: The development of reading, writing, and literate thought*. Boston: Allyn and Bacon.
- Rasinski, W. (2012). The role of parental involvement affect in children's academic performance. *Procedia Social and Behavioural Sciences*, 15(2011):1204-1208.
- Reay, A. (2018). *Parent engagement and leadership*. Research Report No.134. Saskatoon, Canada: Dr. Stirling McDowell Foundation for Research into Teaching. Available at URL: [http://www.mcdowellfoundation.ca/main\\_mcdowell/projects/research\\_rep/134\\_parent\\_engagement.pdf](http://www.mcdowellfoundation.ca/main_mcdowell/projects/research_rep/134_parent_engagement.pdf).
- Reite, C.C. (2008). An empirical study on factors influencing parents' school choice. *Religion & Education*, 36, 39-53.
- Reut, S. (2011). *The benefits of parent involvement: What research has to say*, July
- Rittenhouse, I.L. (2014). Value-added is of little value. *Journal of Educational Policy*, 21 (2), 233-241.
- Roseti, J. (2009). The Need for Effective Facility Management in Schools in Nigeria. *In New York Science Journal*. 1(2):10-21.
- Roten, G. and Eszar, M. (2013). Econometrics for educational policy: the use of value-added measures of teacher performance. Massey University Centre for Public Policy Evaluation. Issues Paper No. 16. Available: <http://cppe.massey.aac.nz/papers/cpeip16/cppeip16.pdf>
- Sadi, R. and Edet, J.I. (2013). *Parental involvement strongly impacts student achievement*,
- Sanura, E. and Duila, S.G. (2016). Social class differences in school choices: In Halsey, A.H., Brown, L.P., Wells, A. (Eds). *Education, culture, economy, society*. Oxford: University Press.
- Sheldon, I. (2012). *Parental engagement: Social and economic effects*. Tasmania, Australia: Australian Parents Council.
- Shuaibu, F. (2014). School-based mental health services in Baltimore: Association with school climate and special education referrals. *Behavior Modification*, 28, 491–512.

- Sideri, A. and Vachou, B.M. (2006). Least restrictive environment, inclusion, and students with disabilities: A legal analysis. *The Journal of Special Education*, 28, 3 89-404.
- Sildon, H.(2018). Parent involvement in teacher education in South Africa: *International Journal about parents in Education*, 1(0): 218-229.
- Soho, E. and Barker, B. (2011). Assessment of teacher attitudes towards inclusion of students with disabilities: A confirmatory factor analysis. *Adapted Physical Activity Quarterly*, 14, 5 1 - 64.
- Soza, E. (2009). Effects of labels and personal contact on teachers' attitudes toward students with special needs. *Exceptionality*, 10(1), 1-10.
- Stoner, E., Freeman, W. and Gilbert A. (2016). *The impact of school facilities on the learning environment*. Unpublished Doctoral Dissertation, Capella University.
- Strong, E.G. (2012). *Problems with the use of student test scores to evaluate teachers*. Briefing Paper. Economic Policy Institute 27B, August 29.
- Suzuki, A.P. (2018). The effect of parental involvement on academic achievement. *School Records* 4: 56-57
- Tella S.D. (2007). *Introduction to Management of Change in Education: A book of readings (eds)*. Choba: Pam Unique Publishers and Mbu Press Limited.
- Terfa, V. (2017). Parental involvement in choice of school for children with hearing impairment: A Research Synthesis. *Review of Educational Research*, 78(4), 1039-1101.
- Ugbal, A., Tete, B. and Efert, C.C. (2015). Still searching for the evidence? Evidence-based policy, performance pay and teachers. *Journal of Industrial Relations*, 51(1), 75-94.
- UNESCO (1994). *The Salamanca statement and framework of action in special needs education*. Salamanca: UNESCO
- UNESCO (2010). *Challenges of implementing free day secondary education in Kenya. Experiences from district*. Nairobi: UNESCO.
- Urdam, M. I. and Helan, R.D. (2013). What do parents want from schools? Evidence from the internet. *Educational Evaluation and Policy Analysis*, 2(2), 133-144.
- Urua, F. (2018). What role does differences in socioeconomic status play in school choice? *Learning* 16 (4) 90-94
- Ushang, T. (2011). Types of parents and school strategies aimed at the creation of effective partnerships'. *International Journal about Parents in Education*, vol. 1, no. 0, pp. 45-52. Available at URL: <http://www.errnape.net/ejournal/index.php/IJPE/article/viewFile/23/13>
- Ushang, T. (2014). Types of parents and school strategies aimed at the creation of effective partnerships'. *International Journal about Parents in Education*, 4 (2) 56-61.
- Uzoehina, K. and Obidike, C.C. (2018). *Parents and teachers working together, parent – teacher partnerships*. Retrieved January 01, 2014, from <http://childparenting.about.com/od/schoollearning/a/parents-and-teachers-workingtogether.htm>
- Wale, E. (2009). Language proficiency of the deaf: The concerns of parents in school choice. *Journal of Language*, 56: 34-40
- Wang, S. (2016). From moral supporters to struggling advocates: Reconceptualising parent roles in education through the experience of working-class families of color, *Urban Education*, vol. 42, no. 3, pp. 250-283.
- Wiska, A.R. and Sala, V. (2014). *Nigeria and Education: The Challenges Ahead*. Intec Printers Limited, Ibadan.
- Wusart, F. and Ahgian, T. (2014). Determinants of school choice: Understanding how parents choose elementary schools in Alberta. *Journal of Education Policy*, 19(4) 45-50.

- Yaya, C.G. and Vhila, L. (2016). Parental involvement and children's readiness for school in Nigeria. *Educational Research*, 53(1): 95-113.
- Yoshinaga-Itano, L. (2018). Moving forward: Ideas for research on school, family, and community partnerships'. In C. Conrad & R. Serlin (Eds.), *Handbook for research in education: Engaging ideas and enriching inquiry*. California: Sage.
- Zaman, D., Shamim, I. and Clement, J. (2011). Public primary schools deterioration... *Nigeria Tribune*, Thursday 25 Nov.