

AN ASSESSMENT OF ATTITUDINAL DISPOSITION OF HEARING IMPAIRED SECONDARY SCHOOL STUDENTS IN SOUTH WEST, NIGERIA

^{1,2&3}Ayoku Tajudeen Olawale, Dr. Bada Steve Olusegun & Dr. Umar Manman

^{1,2&3}Department of Educational Psychology and Counselling,

Faculty of Education, Federal

University Dutsin-Ma, Katsina State

Abstract

The study assessed the attitudinal disposition of hearing impaired secondary school students in South West, Nigeria. Four research objectives were stated, one research questions were asked and three hypotheses were formulated and tested. The study adopted a descriptive research design. The target population of the study was six hundred and five (605) SS I-SS III hearing impaired secondary school students in South West, Nigeria. The sample size for the study comprised of 350 hearing impaired secondary school students in public secondary schools in South West, Nigeria. The sample technique employed was purposive sampling technique. Instrument title "Students Attitudinal Disposition Questionnaire (SADQ)" was used for data collection, the instrument was validated by experts in field of Test and Measurement and Educational Psychology. Frequency and percentage was used to analyze the demographic data of the respondents and research question 1 while t-test statistics was used to analysed hypotheses 1-3 at 0.05 level of significance. The findings of the study revealed among others, the majority of hearing impaired secondary school students in South West, Nigeria were found to have positive attitudinal disposition; there was a significant difference in the attitudinal disposition of hearing impaired secondary school students in South West, Nigeria on the basis of gender; on the basis of school type and on the basis of level of hearing impairment. The study concluded that a positive attitudinal disposition existed among hearing impaired secondary school students in South West, Nigeria. Based on the findings, the following recommendations were made among others, management of public secondary schools with hearing impaired students should continue to nurture and leverage the positive attitudinal disposition of hearing-impaired adolescents through programmes and activities that sustains the already built positive attitude and guidance counsellors and psychologists should encourage programmes that foster positive attitudes in both genders to achieve a more balanced disposition.

Keywords: Adolescents, attitudinal dispositions, hearing impaired, secondary school,

Introduction

Attitudinal disposition can also be used to predict academic performance of hearing impaired secondary school students especially that of high intelligent among them. Attitude can be both positive and negative and that it is an emotional reaction. Another interesting part of the definition is that it is the attached beliefs that make a person react towards another person in a certain way. Attitudes are something that every person has towards others and it is also something that every person experiences from others. All attitudes that we have or experience can be of positive or negative character. When you have a positive attitude towards somebody else, that attitude may influence the person in a positive way and often builds up the self-esteem. But if the attitude that

you have towards somebody else is negative, that also may have an influence on that person's life; the way he/she looks at him/herself and his/her self-esteem (Olufemi & Dumisani, 2021).

Shapiro (2019) explains how important it is to change negative attitudes in a society and the way the attitudes influence people's lives; this because there are many areas of a person's life that become affected by negative attitudes. When all of these areas are affected with negative attitudes, it makes a big psychological impact that can result in the distortion of a person's good self-esteem. Fasakin (2012) recognized attitudinal disposition as a major factor in a subject choice. He also considered attitudinal disposition as a mental and natural state of readiness, organized through experiences exerting a directive influence upon the individual's responses to all objects and situation with which it is related. Erdemir and Bakirci (2009) described attitudinal disposition as tendency for individuals who organize thought, emotions, and behaviours towards psychological object.

Attitudinal disposition refers to predisposition to classify objects and events, to react to them with evaluative consistency. A person who shows a certain attitude towards something is reacting to his conception of that thing rather than to its actual state. Attitude are formed by people as a result of some kinds of learning experience if the experience is favourable a positive attitudinal disposition is found and vice versa (Orunaboka, 2011). The attitudinal disposition of students can frequently influence the way they act in person and larger situation. For this reason, administrators, psychologists and sociologists are concerned with attitudinal disposition, how they affect behaviour and how they can be changed (Orunaboka, 2011).

Attitudinal disposition of a person refers to how individual perceives themselves and the other people either positively or negatively. A person who shows a certain attitude towards something is reacting to his conception of that thing rather than to its actual state. Attitudinal disposition are people as a result of some kinds of learning experience if the experience is favourable a positive attitude is found and vice versa (Orunaboka, 2011). The attitude people hold can frequently influence the way they act in person and larger situation. For this reason, administrators, psychologists and sociologists are concerned with attitudinal disposition, how they affect behaviour and how they can be changed.

Attitudinal disposition does not only include the negative attitude such as prejudices, biases and dislikes, but also positive attitudes are sometimes called sentiment, which include our attachment and loyalties to person, objects and ideas (George, 2000). Attitude thus seems like a system of ideas with an emotional core or content. Human beings are not born with attitudes, they learn afterwards. Some attitudes are based on the peoples own experience, knowledge and skills and some are gained from other sources.

Attitudinal disposition has to do with expression of love, hate, like, dislike, favour, oppose, agree, disagree, persuade and so on. All these are evaluative responses to an object. Hence, attitudinal disposition can be seen as a summary evaluation of an object of thought (Mohamed and Waheed 2011). Mohamed and Waheed (2011) further aver that attitudinal disposition is inclinations and predispositions that guide an individual's behaviour and persuade to an action that can be evaluated as either positive or negative. Daramola (2022) further stated that the learner acquires from the teacher's disposition to form attitude towards learning which could positively or negatively affect his performance. Adesoji and Olatunbosun (2008) concludes that a number of factors have been identified as related to students' attitudinal disposition to science; such factors include teaching methods, teacher's attitude, influence of parents, gender, age, cognitive styles of pupils and career interest. Yara (2009) noted that, attitudinal disposition of students can be influenced by the attitude of the teachers and methods. Mohamed and Waheed (2011) gave three components of attitude as

cognitive (beliefs, thoughts, attribute), affective (feelings, emotions) and behavioural information (past events and experiences).

Generally, attitudinal disposition of hearing impaired students refers to tendency to think, feelings or preferences about an object, based on their belief about the object. It can be regarded as positive or negative and is related to likes or dislikes. On this note, attitudinal disposition of hearing impaired students can be considered as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in the environment. Hearing impaired student's attitude towards any object determines his/her judgment as good or bad, harmful or beneficial, pleasant or unpleasant, important or unimportant (Oluwatelure & Oloruntegbe, 2010).

Statement of the Problem

Negative attitudinal disposition received by the hearing impaired secondary school adolescents from their hearing counterparts seems to also play a significant role in their poor academic performance. Positive attitudes toward oneself and others are particularly relevant in a class containing hearing impaired adolescents. Hence, Salawu (2011) posited that some students have problems with their studies not necessarily because of low intelligence, poor hearing or poor motivation but because of their attitudinal disposition, they have learned to consider themselves as unable or inadequate.

Objectives of the Study

The objectives of this study are to:

1. Find out the levels of attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria;
2. Find out the gender difference in the attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria;
3. Examine the difference in the attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria on the basis of school type;
4. Find out the difference in the attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria on the basis of level of hearing impairment.

Research Question

1. What are the levels of attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria?

Hypotheses

The following hypotheses were formulated and tested in this study:

HO₁: There is no significant difference in the attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria on the basis of gender.

HO₂: There is no significant difference in the attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria on the basis of school type.

HO₃: There is no significant difference in the attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria on the basis of level of hearing impairment.

Methodology

The study adopted a descriptive research design. A **descriptive survey** is a research method used to gather information about a population’s characteristics, opinions, behaviors, or experiences. It’s typically conducted using questionnaires, interviews, or observations, and aims to **describe** the current status of a phenomenon rather than investigate causes or relationships. Cohen, Manion, and Morrison (2017) asserted that descriptive survey gathers data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared.

The population for this study consisted of all the 605 hearing impaired adolescents (SS I – SS 3) in all the Public Senior Secondary Schools with hearing impaired adolescents in South West, Nigeria. The sample size for this study consisted all the 2 public secondary schools with hearing impaired students in Ekiti State, 5 in Lagos State, 4 in Ogun State, 3 in Ondo State, 6 in Osun State and 8 in Oyo State making a total of 28 Public Senior Secondary Schools with hearing impaired students in South West, Nigeria.

Purposive sampling technique was used to select all the 41 SS 2 students with hearing impaired in Ekiti State, 55 in Lagos State, 68 in Ogun State, 51 in Ondo State, 67 in Osun State and 68 in Oyo State making a total of 350 SS2 hearing impaired secondary school students in public secondary schools in South West, Nigeria as sample for this study.

One research instrument was used for data collection in the study. The instrument titled Students Attitudinal Disposition Questionnaire (SADQ) was a researcher’s self-designed questionnaire. The questionnaire consisted of 20 items.

The instruments was validated by two measurement and evaluation experts and one educational psychologist expert To ensure the reliability of the instruments, the test-retest method was adopted on thirty (30) hearing impaired secondary school adolescents from Kwara State Schools for the Special Needs that were not part of the sample for the study. After a period of two weeks, the same instrument was administered on the same set of people, after which their responses were collated and analyzed using Pearson Product Moment Correlation statistics. The data from each of the two groups were correlated to determine the level of reliability. The reliability of coefficient of pilot testing result score was 0.699. This is in agreement with Cohen, Manion and Morrison (2017) that average measure value for reliability coefficient must not be less than 0.50. This implies that the instrument for the study was reliable.

Frequency and percentage were used to analyse the demographic data of the respondents and research questions 1, t-test statistics was used to analysed and established the level of significance difference in the hypotheses 1-3 at 0.05 level of significance Using SPSS Version 27.

Results

Demographic Data of the Respondents

This section describes the demographic information of the respondents using percentage as shown in Table 1.

Table 1: Distribution of the respondents by gender

Gender	Frequency	Percentage (%)
Male	196	56
Female	154	44
Total	350	100

Table 1 indicated that 196 representing (56%) of the respondents were male students, while 154 (44%) of the respondents were female students. This implies that there were more male students than female students in this study.

Answering Research Question

Research Question 1: What is the attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria?

Table 2: Percentage analysis of attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria

Variable	Level	Cut-off Range	Frequency	Percentage (%)
Attitudinal Disposition	Positive	51 – 80	224	64
	Negative	20 – 50	120	36
	Total		350	100

The results on table 2 indicates that 224 (64%) of the students had positive attitudinal disposition, while 120 (36%) of the students had negative attitudinal disposition. This shows that most of hearing impaired secondary school adolescents in South West, Nigeria found to have positive attitudinal disposition.

Hypotheses Testing

HO₁: There is no significant difference in the attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria on the basis of gender.

Table 3: t-test analysis of the difference in the attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria on the basis of gender

Variable	Gender	N	Mean	Sd	df	Cal. t-value	Cal. p-value	Decision
Attitudinal Disposition	Male	196	71.29	8.17	348	31.42	.000	Sig.
	Female	154	38.36	11.42				

As shown on table 3, the calculated t-value was 31.42 while its calculated significance value is .000 with df of 348 at alpha level of 0.05. On this basis, null hypothesis one was therefore rejected. This means that there was a significant difference in the attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria on the basis of gender.

HO₂: There is no significant difference on attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria on the basis of school type.

Table 4: t-test Analysis of the difference in the attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria on the basis of school type

Variable	School Type	N	Mean	Sd	df	Cal. t-value	Cal. p-value	Decision
Attitudinal Disposition	School for the Special Needs	91	79.15	1.47	348	18.14	.000	Sig.
	Mainstream	259	48.94	15.85				

As shown on table 4, the calculated t-value was 18.14 while its calculated significance value is .000 with df of 348 at alpha level of 0.05. On this basis, null hypothesis two was therefore rejected. This means that there was a significant difference in the attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria on the basis of school type.

HO₃: There is no significant difference on attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria on the basis of level of hearing impairment.

Table 5: t-test Analysis of the Difference in the attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria on the basis of level of hearing impairment

Variable	Level of Hearing Impairment	N	Mean	Sd	Df	Cal. t-value	Cal. p-value	Decision
Attitudinal Disposition	Deaf	266	65.21	12.68	348	23.85	.000	Sig.
	Hard of Hearing	84	30.15	8.09				

As shown on table 5, the calculated t-value was 23.85 while its calculated significance value is .000, of df 348 at alpha level of 0.05. On this basis, null hypothesis three was therefore rejected. This means that there was a significant difference in the attitudinal disposition of hearing impaired secondary school adolescents in South-west, Nigeria on the basis of level of hearing impairment.

Discussion of Findings

Finding of this study further revealed that the attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria was positive. The positive attitudinal disposition could be due to effective counselling and mentorship programs that encourage a positive outlook and resilience in the face of challenges associated with hearing impairment. This finding is consistent with Binji, Hassan, Aliyu and Galadima (2022) who found that attitude of hearing-impaired students towards learning multiplication among lower basic students in A. A. Raji Special School Sokoto, Sokoto State, Nigeria was positive. Also, the finding is in agreement with Ogunwale (2021) who found that students with hearing impairments in Ibadan had a positive attitude towards Basic Science. The finding is in support of Adigun and Nzima (2021) who found that gender significantly influence onset of deafness and academic self-efficacy on the attitudes of deaf learners towards Biology.

Also, finding of this study indicated that there was a significant difference in the attitudinal disposition of hearing impaired secondary school adolescents in South West, Nigeria on the basis of gender ($.00 < 0.05$). This is in favour of the male students with a mean score of 71.29 greater than the mean score of 38.36 of female in attitudinal disposition. The significant difference in attitudinal disposition based on gender, favouring males, could stem from differences in socialization processes where males are often encouraged to be more assertive and positive in their outlook. This finding is in line with that of Candeias, Rebelo and Oliveira (2010) who found that girls tend to have a more positive attitudinal disposition toward school, whereas boys are generally less motivated and exhibit a more negative attitudinal disposition.

Additionally, finding of this study revealed that there was a significant difference in the attitudinal disposition of hearing impaired secondary school adolescents in South-west, Nigeria on the basis of school type ($.00 < 0.05$). This is in favour of the students in school for the special needs with a mean score of 79.15 greater than the mean score of 48.94 of students from mainstream in attitudinal disposition. The significant difference in attitudinal disposition based on school type, favouring special needs school students, reflects the impact of specialized education that fosters positive attitudes towards learning and personal growth.

In addition, finding of this study indicated that there was a significant difference in the attitudinal disposition of hearing impaired secondary school adolescents in South-west, Nigeria on the basis of level of hearing impairment ($.00 < 0.05$). This is in favour of the students with deafness with a mean score of 65.21 greater than the mean score of 30.15 of students with hard of hearing in attitudinal disposition. The significant difference in attitudinal disposition based on the level of hearing impairment, favouring students with deafness, might result from more focused interventions that promote positive attitudes and resilience among these students. This is in disagreement with Alade (2015) who opined that academic difficulties are by-products of hearing impairment. According to Alade (2015), deaf children and to some extent, hard-of-hearing children have academic difficulties.

Conclusion

The study concluded that a positive attitudinal disposition existed among hearing impaired secondary school students in South West, Nigeria. While many students exhibit resilience, confidence, and a positive outlook toward peer relationships, challenges persist, particularly, in environments lacking adequate support systems, assistive technologies, or awareness among teachers and peers. It is imperative that educational stakeholders foster inclusive practices, promote positive peer interactions, and implement targeted interventions that reinforce self-esteem and motivation among hearing-impaired students. Such efforts will contribute to their overall psychological well-being and social integration.

Recommendations

- i. Management of public secondary schools with hearing impaired students should continue to nurture and leverage the positive attitudinal disposition of hearing-impaired adolescents through programmes and activities that sustains the already built positive attitude.
- ii. Guidance counsellors and psychologists should design intervention programme to enhance attitudinal disposition among female students. Encourage programmes that foster positive attitudes in both genders to achieve a more balanced disposition.
- iii. Educational planners should encourage hearing impaired students in mainstream schools through motivational programmes and supportive school environments.
- iv. Teachers should always encourage hearing impaired secondary school students to foster a positive attitudinal disposition among hard of hearing students through interventions that promote positive attitudes and resilience among these students.

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