

Self-Esteem And Career Aspirations as Correlates of Academic Achievement of Learners with Hearing Impairment in Special Secondary Schools in North Eastern Nigeria

Yahya Umar Magaji¹, Beatrice Bunyasi Awori², Muthee J.³

¹PhD Student, Department of Early Childhood Care and Special Needs Education Kenyatta University

²PhD, Department of Early Childhood Care and Special Needs Education Kenyatta University

³PhD, Department of Early Childhood Care and Special Needs Education Kenyatta University

Corresponding Author: Yahya Umar Magaji

DOI: <https://doi.org/10.52403/ijrr.20231034>

ABSTRACT

Academic achievement is an important parameter used to measure learners' outcome in schools. However, studies have shown that the education of learners with disabilities have constantly been neglected by the government of Nigeria. This has led to a downward trend in the academic achievement of learners, especially those with disabilities. This study examines the self-esteem and career aspirations as correlates of academic achievement of learners with hearing impairment in special secondary schools in north eastern Nigeria. Correlation research design was adopted. The target population is 1,402 learners with hearing impairment in special senior secondary schools. Multistage sampling technique was used to select 351 Senior Secondary Two (SS II) learners across the five special schools in North Eastern Nigeria. The instruments for data collection are Learners' Self-esteem Rosenberg Scale (LSRS), Learners' Career Aspiration Questionnaire (LCAQ), and "An English Language Pro forma (ELP)". Data gathered were analyzed using Pearson product moment correlation and multiple linear regression. The study found a strong relationship between self-esteem and academic achievement of learners with hearing impairment in English language. There was a moderate but positive relationship between career aspiration and academic achievement of learners with hearing impairment in English language. Both self-esteem and career aspiration

jointly have direct positive impact on students' academic achievement. The study concludes that both self-esteem and career aspiration can independently or collectively push students into better academic performance. The study recommends among others that teachers should work toward boosting self-esteem and career aspiration of their students through constructive teaching approach.

Keywords: Self-Esteem, Career Aspirations, Academic Achievement, Learners with Hearing Impairment, Special Schools

INTRODUCTION

Inclusive education for students with disabilities gained international concern during 1990's when UNESCO held Salamanca Conference in 1994 where the first statement and framework that specifically focused on the education of persons with disability was made (Rishaelly^[1]). Using the Education For All (EFA) initiatives of 1990, the conference was a major proponent of including children with disabilities within the regular education system (UNESCO in Rishaelly, ^[1]). The Salamanca statement of 1994 shows that the fundamental principle of inclusive education is that all children should learn together, whenever possible, regardless of any difficulties or differences they may have. It

adds that, inclusive education should recognize and respond to the diverse needs of their learners, 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 (UNESCO in Rishaelly, ^[1]).

In Africa, for certain reasons, the education of children with disabilities has always been of inferior importance (Broomé, ^[2]). Stereotypically, children with disabilities have been deemed to be indifferent to education and unable to perform as perfectly as others. This misconception led to exclusion of children with disabilities in education which left them out of focus not only in education but also in almost all areas of social life (Burgstahler, ^[3]). Therefore, this sphere always demanded special, harder and affectionate consideration throughout all stages of history as disabilities vary in terms of mental and physical aspects and both require deep consideration and professional approach in every corner of the world (Broomé, ^[2]).

Nigeria and North East region (Adamawa, Gombe, Yobe, Borno and Taraba States) in particular like other countries in Africa and the world at large considers inclusive education as a very essential process of increasing access and quality of education for all. Many African states including Nigeria, are signatories of various international education documents that includes the International Declarations of Human Rights which states that education is a right for all; World Declaration on Education For All (EFA) which focused on universalizing access and promoting equity in education by considering disability; and Salamanca Statements and Frameworks of Action on Special Needs Education which emphasized on attention of education to children with special needs (UNESCO in Rishaelly, ^[1]). However, the right to education of learners with disabilities in North East Nigeria, is still been trampled by the Federal Government of Nigeria, as not

all students with disabilities can access quality education (Burgstahler, ^[3]).

It is common in the entire Northern region of Nigeria to see school-aged beggars with different forms of disabilities scattered all over the streets begging for alms when they should be in school. This problem was further compounded by the Boko haram insurgency which has ravaged many sectors in North East, with education being the most hit (Oladunjoye & Omemu, ^[4]). This has led to high dropout rate of school-age children. The Non-governmental organizations have been providing some interventions in the education sectors, but this problem persists. With high incidence of non-literate beggars, especially those with disabilities, on the streets of North East Nigeria, their education is of paramount importance considering the threat that this might pose to the fragile security situation experienced in this region. Little wonder, North East Nigeria is considered as one of the educationally backward regions in Nigeria (Oladunjoye & Omemu, ^[4]). However, the framework for implementing inclusive education in Nigeria still faces stiff resistance (Broomé, ^[2]). What is commonly found are special schools made specifically for learners with special needs.

In general perspective, Inclusive Education (IE) is a process that involves the transformation of schools and other centres of learning to cater for all children, including boys and girls, students from ethnic and linguistic minorities, rural populations, those affected by HIV/AIDS, and those with disabilities and difficulties in learning and to provide learning opportunities for all youth and adults as well (Olasehinde & Olatoye, ^[5]). In recent times, public interest is gradually being focused on disadvantaged students within the nation's educational system. This development is in response to the call by the Federal Government as contained in the National Policy on Education by the Federal Republic of Nigeria (FRN, ^[6]) that adequate education should be provided for all persons with disabilities to enable them play their

role and thereafter develop psychological satisfaction. This challenge has apparently stimulated a lot of studies into the various areas among the various groups of disadvantaged people. One area that has attracted the attention of scholars is the relationship between self-esteem, career aspirations and academic achievement of hearing-impaired students (Awori et al., [7]). Hearing impairment is a sensory disorder that affects the auditory system of the sufferer. It is a condition that prevents or limits the perception and interpretation of acoustic signals by the victim. According to National Deaf Children's Society (NDCS, [8]), a hearing impaired is anyone with a permanent or temporary hearing loss. Apart from definition, NDCS identifies the levels of hearing impairment as mild, moderate, severe or profound hearing loss. On the other hand, Muhammad and Abdul-Hye [9] described that; levels of hearing loss can be slight, mild, moderate, severe and profound depending on the average hearing level. In education perspective, a hearing impaired is a learner who is not able to use hearing to understand speech. Although the term "hard of hearing" has often been used to describe people with less than severe hearing loss, its definition is being increasingly adopted to include people with all degrees of hearing loss whose communication mode is primarily oral-aural and who effectively use their residual hearing supplemented by speech reading and assistive hearing devices (Awori et al., [7]). This study deals with total or partial hearing loss which may be mild, moderate, severe or profound.

Hearing is very important for the overall development of any human being. Apart from vision, hearing accounts for the ability of the learner to perform well in school-related tasks. Learners who are hearing-impaired may find it impossible to have stable social and emotional relationships for sustainable development. Learners who fall into this category are known as Learners with Hearing Impairment (LHI). Learners with hearing impairment are those who lost their hearing either due to disease or

accident (Oladunjoye & Omemu, [4]). This loss of hearing has a devastating effect on the ability of these students to think, communicate and learn like others. LHI seem to exhibit flexible patterns of adjustment, sometimes acting out when upset and withdrawing at other times, all point to communication difficulty. Any learner with a disorder in one or more of these basic psychological processes involved in understanding spoken or written language tend to have maladjustment due to communication gap (Olasehinde & Olatoye, [5]).

Hearing impairment in addition to its threat to personal safety may have adverse effect on self-esteem and academic achievement the students. The self-esteem that may develop when students interact with one another may influence their academic progress in schools. Hearing impairment according to Muhammad and Abdul-Hye [9], becomes a factor in major discussions of life, such as choosing friends, mixing with peers, and relating well with teachers and others. This is true because a learner who does not mix up with his/her peers and relate well with teachers may find it difficult to achieve success in their academic pursuit. Hearing loss may produce psychological imbalance more basic and more severe than the difficulty in communication, it affects adjustments in interpersonal relationships, vocational activities, social participation and learning. When adjustment and learning are affected the students', self-esteem will be low and contributing their quota in sustainable development of their society may be affected.

Self-esteem is a term in psychology that reflects a person's overall emotional evaluation of his/her worth. In other words, self-esteem can be perceived as an attitude towards the self and judgment of oneself. Moreover, it encompasses beliefs that are used to describe a person's overall sense of self-worth or personal value that is often seen as a personality trait (Awori et al., [7]). It is common knowledge that one's self-esteem improves when one receives

confirmation (acceptance) from others that one is meaningful and relevant in life. Receiving confirmation from others is possible through hearing and interaction which LHI may find difficult to achieve. But the fundamental issue in this research is to find out whether any relationships exist between self-esteem and academic achievement of LHI in mathematics.

Self-esteem of students can also play an important role in their career aspiration and academic achievement. This is because career aspiration is a learner's orientation toward specific occupational goals, which could be influenced by academic accomplishment (Olasehinde & Olatoye, [5]). Career aspiration is expressed in term of the wishes and wants of a person related to any occupation (Oladunjoye & Omemu, [4]). When a learner who is hearing-impaired is confident of excelling high in his/her school subjects, it may encourage the learner to choose certain professional career that ordinarily he/she wouldn't have. However, when the self-esteem of a learner who is hearing-impaired is low, it may lead to self-isolation, underachievement, self-deprivation, self-denial and possible drop out school. This may deter the learner towards achieving his/her career aspiration. The career barriers construct appears to be particularly relevant to learning with a hearing loss.

The functional effects of hearing loss and other people's negative attitudes have created career barriers for many people who are deaf or hard of hearing (Udonsa, [10]). Further, the effects of their hearing loss may be perceived by young people and by important others such as parents, teachers, and potential employers as a limitation to the accessibility of many occupations (Muhammad & Abdul-Hye, [9]). Although job accommodations may resolve some difficulties in the workplace for people with disabilities (Oladunjoye & Omemu, [4]), ignorance of the possibility of job accommodations and the rights of workers to access them may lead students to be adversely affected by a perception of

barriers associated with their disability. To this end this study investigates whether the career aspiration of learners with hearing impairment in line with their career aspiration correlate with their academic achievement.

Academic achievement is a pedagogical phrase that is used to determine a learner's progress in formal education and is measured through reports, examinations, research, and ratings based on a variety of elements (Udonsa, [10]). According to Osa-Edoh and Iyamu [11] is something that has to do with success relating to education that is based on both theoretical and practical learning. English Language is one of the core subjects offered by students in secondary schools of North Eastern Nigeria. More so, it is one of the basic entry requirements for all learners aspiring to further their studies in tertiary institutions. This notwithstanding, secondary school students in North Eastern Nigeria continue to record poor achievement in the subject. The WAEC Chief examiner's reports for the periods of 2014 – 2020 in North Eastern indicate that the percentage of students passed with credit or above in English Language were 40.29%, 57.01%, 25.38%, 25.91% and 24.86%, 41.01%, 35.04% respectively. Students with hearing impairment in special schools in North east, Nigeria may also be part of these stated figures. The consequences of this failure rate are that Nigeria may not achieve her objectives of the Sustainability Development Goals (SDGs) in Education. This underachievement therefore calls for urgent attention on the need to investigate the likely causes of these fluctuating trends in achievement so as to ameliorate learners' difficulty in learning.

The underachievement of secondary school students, especially those with hearing impairment has become a source of concern, especially to stakeholders championing the cause of inclusive education. Academic achievement requires drives and in many cases determination. Drives here connote motivation. This is because if a learner is

motivated, he aspires to do more to achieve excellent results. Corroborating this assertion, Awori et al. [7] perceives academic achievements as a pursuit and actualization of a dream one sets up to attain. Studies have indicated that learners with hearing impairment underperformed in academics relative to their non-impaired counterparts (Udonsa, [10]; Osa-Edoh & Iyamu, [11]). Similarly, Muhammad and Abdul-Hye [9] had found that hearing impaired learners performed poorly in academics in comparison to learners without hearing impairment. The ongoing findings triggered the question whether being hearing impaired could sufficiently explain one's academic achievement from the angle of self-esteem and career aspiration.

Hearing is very important in teaching and learning and it is through hearing that interactions between the teacher and the students are initiated and sustained. But one still wonders whether students who find it difficult to interact with others due to their limited linguistic input will be able to achieve academically like others in the same classroom. The need draws the attention of the FGN to the "right to education" of children with special needs, especially of those with hearing impairment that have suffered from years of neglect (Burgstahler, [3]) in the North East Nigeria informed this study. Education is the right of every child irrespective of any physical, mental or psychological defects. Therefore, this study is geared toward finding out whether the self-esteem and career aspiration of students with hearing impairment correlate with their academic achievement in special schools in North Eastern, Nigeria.

Statement of the Problem

Academic achievement stands as one of the yardsticks used by schools to measure students' progress. The academic achievement of students in special schools is of paramount importance, especially as Nigeria strives to be in the forefront of implementing the inclusive education document. However, Olasehinde and

Olatoye [5] reported poor performance of students across secondary schools in Northern part of Nigeria. The statistics of results of students in West African Examination Council (WAEC) in English Language, however, revealed that only 22% out of 78%, a fraction of candidates that sat the examination pass at credit or distinction level annually (Udonsa, [10]). Given the importance of academic achievement and the ongoing arguments with regard to the underachievement among hearing impaired learners compared to their counterparts without hearing impairment (Osa-Edoh & Iyamu, [11]), it was natural to develop curiosity as to what could be responsible for the underachievement of students with hearing impairment. It was against the backdrop that this study investigates the import of self-esteem and career aspiration on academic achievement of learners with hearing impairment in special schools, North Eastern Nigeria.

Objectives of the Study

The study seeks to:

1. Establish the relationship between self-esteem and academic achievement of learners with hearing impairment in special secondary schools
2. Determine the relationship between career aspirations and academic achievement of learners with hearing impairment in special secondary schools,
3. Determine whether self-esteem and career aspirations together predict academic achievement of learners with hearing impairment in special secondary schools.

Research Hypotheses

Ha1: There is a relationship between self-esteem and academic achievement of learners with hearing impairment in special secondary schools.

Ha2: There is a relationship between career aspirations and academic achievement of learners with hearing impairment in special secondary schools.

Ha3: Self-esteem and career aspirations together predict academic achievement of learners with hearing impairment in special secondary schools.

Theoretical and Conceptual Frameworks Rosenberg, Schooler, Schoenbach and Rosenberg Theory of Self-Esteem [12]

Rosenberg, Schooler, Schoenbach and Rosenberg [12] theory of self-esteem proposes that self-esteem developed more during the uncertainty of adolescence. During this stage of development, Rosenberg et al. claims that self-esteem is built on evaluation of self in comparison with others. This means that adolescence compare themselves to peers they see around them to evaluate their value while thinking about how others might see them. According to Rosenberg et al., self-esteem refers most generally to an individual's overall evaluation of the self. It is composed of two distinct dimensions, competence and worth. The competence dimension (efficacy-based self-esteem) refers to the degree to which people see themselves as capable and efficacious. The worth dimension (worth-based self-esteem) refers to the degree to which individuals feel they are persons of value or recognised among others.

Rosenberg et al. used the term global self-esteem to refer to one's feelings of self-worth. Self-worth here means the degree to which individuals feel positive about themselves, that is, they feel that they are good and valuable. It is self-acceptance or self-respect (Rosenberg et al. [12]). Self-worth is rooted in the idea that individuals desire to see themselves favourably, and they act in a way that maintains and enhances this positive self-view. This desire has been referred to as the self-esteem motive or the self-enhancement motive (Rosenberg et al. [12]). Additionally, the term self-esteem is used to refer to rather momentary emotional states, particularly those that arise from a positive or negative outcome. This is what people mean when they speak of experiences that bolster their

self-esteem or threaten their self-esteem. For example, a learner might say her self-esteem was high after getting a good score in a test or examinations. Conversely, a learner might say his self-esteem was really low after getting a poor score in a test or examinations. These emotions are termed as self-feelings or feelings of self-worth. Feeling proud or pleased with ourselves (on the positive side), or humiliated and ashamed of ourselves (on the negative side) are examples of what feelings of self-worth. The Rosenberg's et al. theory of self-esteem is relevant to this study, firstly, because it states that self-esteem developed more during the "uncertainty of adolescence". This is the stage where the learners with hearing impairment in senior secondary schools are found. Since school is a place where teaching and learning take place, and performance are measured, it is natural, based on the theory that learners with hearing impairment compare their academic abilities and attributes with their peers to know their competence and self-worth. Self-esteem and self-evaluations are related—learners with high self-esteem may think they have many more positive academic qualities than do learners with low self-esteem—but they are not the same thing. A learner who lacks confidence in academics might still like himself a lot. He/she may be good in other extracurricular activities that may boost his/her confidence. Conversely, a learner who has confidence in academics might not feel good about herself at all. These are possibilities; not certainties, that may present themselves in any situation. That is why this study applied the theory of self-esteem by Rosenberg's et al. to test its veracity on the self-esteem and academic achievement of learners with hearing impairment in special secondary schools, North Eastern Nigeria.

Mitchell and Krumboltz's Social Learning Theory of Career Development (Mitchell & Krumboltz, [13])

The Social Learning Theory of Career Development (SLTCD) Michelle and

Krumboltz developed attempts to explain why people make the career decisions they make. People make their career decisions through an indefinite number of learning opportunities in their social environment which influence their views and ideas. These planned and unplanned learning moments, through the views and perceptions they influence and create, have an impact on which route an individual takes through the myriad of career and educational opportunities available to them. Michelle and Krumboltz social learning theory consist of two parts: The Social Learning Theory of Career Decision Making (SLTCDM) and The Learning Theory of Career Counselling (LTCC). This study adopts the Social Learning Theory of Career Decision Making (SLTCDM) to explain students' career aspiration and their academic achievement.

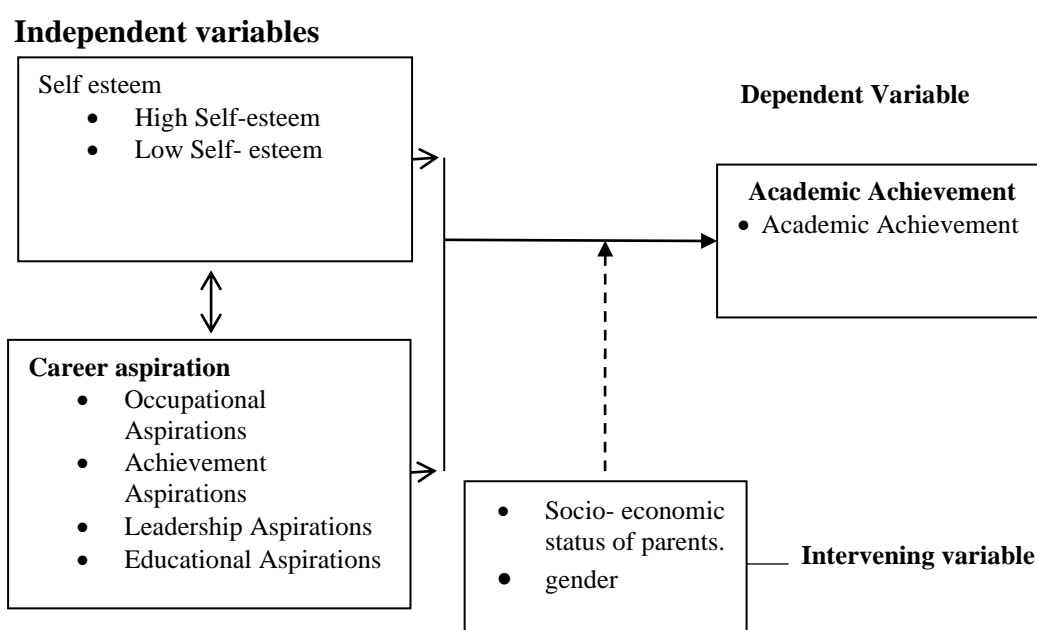
SLTCDM attempts to explain the origin of career choice. The theory presented by Michelle and Krumboltz, known as social learning theory of career decision making, explains how educational and occupational skills are required for selection of career. The theory is said to explain the development of career aspirations and clarifies the role of decision making. According to SLTCDM, there are four

major factors that influence how people make career decisions. These four factors are environmental conditions and events, genetic endowment and special abilities, task approach skills and educational experiences.

In general, the interaction of these four factors together can lead to decisions about themselves and others. Krumboltz and his colleague emphasize that the uniqueness of each individual experiences in life brings about some factors which determine the job choices. According to the theory, these factors become the reasons for people to aspire for different careers opportunities. The options available to every individual are influenced by both internal and external factors, which either facilitate or discourage the person, and changes the shape and number of available opportunities and how the individual response to them.

Conceptual Framework

The study enhances conceptual framework demonstrates the relationship and interactions among predictor variables and outcome variables as illustrated in figure 1. It also envisions how the self-esteem and career aspirations impact on students' academic achievement.



Source: Researcher, 2021

Figure 1: Conceptual Framework of Variables in the Study

Figure 1 provides a graphical illustration of how self-esteem and career aspirations may influence learners' academic achievement. The framework shows that learner's self-esteem, be it high or low may play a significant role in their academic achievement. More so, a learner's academic self-esteem may also affect their career aspirations. For instance, a learner's confidence to excel academically in certain subject areas may lead the learner towards the choice of careers related to that subject matter. Likewise, learners in secondary school, who hope to graduate someday, may develop different forms of career aspirations that they want to pursue in the future. These aspirations, be it occupational, achievement, leadership and educational may determine the efforts they put academically to achieve their dreams. However, the yardstick commonly used by learning institutions to determine this is the students' academic achievement. Therefore, this study will find out whether self-esteem and career aspirations singly and compositely impact academic achievement of learners with hearing impairment.

METHODOLOGY

The research design adopted for this study is a correlational survey research design. This study is conducted in North-Eastern region of Nigeria, which is located between latitude 7⁰N and 13.5⁰N, and longitude 8.5⁰E and 14.25⁰E, and has a land area of 402,159 square kilometres. The population of this study includes all the 1,402 students with HI in Senior Secondary Two (SS II) across the five public special schools in north eastern Nigeria. These five public

special schools are the only schools in North Eastern Nigeria that accommodate learners with disabilities. Hence, the study considered all the special secondary schools in the region. The sampling technique that is employed in the study is multistage sampling technique, while the sample size is 351 SS II students determined using Cochran ^[14] sample size formula. The instruments for this study are (i) Learners' Self-esteem Rosenberg Scale (LSRS), (ii) Learners' Career Aspiration Questionnaire (LCAQ), and (iii) An English Language Pro forma. Data collected for this study was analyzed using Pearson product moment correlation statistic was used for testing null hypotheses one and two, while multiple linear regression was used for testing null hypothesis three at a 0.05 alpha level. Multiple regression was used for null hypothesis three. The decision rule for testing the null hypotheses was to rejected the null hypothesis when $p < 0.05$ and do not reject when $p > 0.05$. Furthermore, $r = +1$ or -1 shows a positive or negative relationship respectively. The strength of the correlation was defined by: when $r = 0.10$ to 0.29 ; the relationship is positively low, $r = 0.30$ to 0.49 shows a positively moderate relationship and $r = 0.50$ to 1.0 shows a positively strong relationship (Cohen, cited by Armstrong, ^[15]).

FINDINGS AND DISCUSSIONS

Testing the Hypotheses

Ha1: There is a relationship between self-esteem and academic achievement of learners with hearing impairment in special secondary schools.

Table 1: Outcome of Pearson Product Moment Correlation (PPMC) on Relationship between Self-esteem and Academic Achievement of Learners with Hearing Impairment in Special Secondary Schools, North Eastern, Nigeria

Stat	Value	Asymp. Std. Error ^a	Sig.
Pearson's R	.718	.012	.000 ^c
Eta	.765		
N of Valid Cases	351		

Source: Field Work (2023)

The result reveal coefficient of correlation $r=0.718$, $\eta = 0.76$ at p -value of 0.00. This result shows that there is strong relationship

between self-esteem and academic achievement of learners with hearing impairment in English language in North

Eastern, Nigeria. This finding agrees with the finding by Muhammad and Abdul-Hye [9] that students with high self-esteem are self-dependent which makes them responsible for their academic achievement. Also, the current finding agrees with earlier study by Booth and Nolan [16] which found strong relationship between self-esteem and academic achievement of the students in U.K. Similar findings have been earlier reported in United Kingdom by Reasoner [17] the study established a general proposition which indicated close relationship between academic achievement and self-esteem. However, the current study differed from conclusions earlier drawn by studies such as

Booth and Nolan [16] Osa-Edoh and Iyamu [11] and Olasehinde and Olatoye [5]. Their studies established that better performance may not necessarily explain self-esteem, but could indicate how high the students' esteem is. The authors justified their findings by pointing at the fact that students with low esteem can perform better in examination as their weakness are mainly discovered in their low classroom participation.

Ha2: There is a relationship between career aspirations and academic achievement of learners with hearing impairment in special secondary schools.

Table 2: Outcome of Pearson Product Moment Correlation (PPMC) on Relationship between Career Aspiration and Academic Achievement of Learners with Hearing Impairment in Special Secondary Schools, North Eastern, Nigeria

Stat	Value	Asymp. Std. Error ^a	Sig.
Pearson's R	.512	.035	.000 ^c
Eta	.624		
N of Valid Cases	351		

Source: Field Work (2023)

The results of analysis were presented in Table 2. The result reveal coefficient of correlation $r=0.512$, $\eta = 0.66$ at p -value of 0.00. This result shows that there is moderate relationship between self-esteem and academic achievement of learners with hearing impairment in English language in North Eastern, Nigeria. The established moderate but positive relationship between career aspiration and students' academic achievement in English could be as results of motivation that can be attributed to career wishes among respective students. It is obvious and expected that those students seeking higher post and well-paid job are much likely to understand the need to sit tight for their studies in order to come out in flying colour. This concurs with the finding earlier made by Osa-Edoh and Iyamu [11]

which established significant relationship between students' career choice and students' academic performance. Also, Oladunjoye and Omemu [4] attributed the significant relationship between career aspiration and academic performance to the level of students' awareness of the requirements for particular chosen career. This agrees with the finding earlier made by Reasoner [17] who established that the degree to which individual hope to attain certain positions is related with the degree of efforts such individual could put-in toward achieving his/her goal.

Ha3: Self-esteem and career aspirations together predict academic achievement of learners with hearing impairment in special secondary schools

Table 3: Regression Analysis on Factors Influencing Gender Inequality in Selected Public Sector in North Eastern Nigeria.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.161	.274		4.243	.001
	Self-esteem	.643	.040	.611	15.942	.000
	Career Aspiration	.703	.102	.264	6.895	.000

a. Dependent Variable: Academic Achievement; $R^2 = 0.797$; F (ANOVA)=233.821.

Source: Field Work (2023)

The result of regression analysis in Table 3 shows that there is significant contribution of both independent variables self-esteem and career aspiration towards academic achievement of students with hearing impairment. Specifically, the results revealed the coefficient value ($B = 0.441$, $t = 10.756$, $P\text{-value} = 0.001$) for self-esteem, which implies that self-esteem could account for about 44.1% of variation in the academic achievement of student with hearing impairment. Similarly, career aspiration has coefficient value ($B = 0.303$, $t = 6.184$, $P\text{-value} = 0.000$), which implies that career aspiration could account for about 30.3% of variation in the academic achievement of student with hearing impairment.

The results from tested hypothesis show that both self-esteem and career aspiration influence academic achievement of students with hearing impairment in North Eastern, Nigeria. This result showed that the higher the self-esteem and career aspiration the better the achievement of the students of both sexes. This agrees with the earlier finding made by Olasehinde and Olatoye [5] which established high students' performance with respect to high self-esteem and their career aspiration. Also, the earlier studies by Mohammad and Abdul-Hye [9] and Osa-Edoh and Iyamu [11] established that though self-esteem does not significantly differ for male and female students but it interacted strongly with career aspiration to enhance performance. The researchers concluded that in some cases self-esteem can interact with other factors such as career aspiration to boost students' performance.

Though, the current study did not focus on disparities in performance of students with hearing impairment based on gender, the evidence revealed in this study has reiterated the performance among students with hearing impairment in association to both career aspiration and self-esteem irrespective of their gender. This is an indication that self-esteem is independent of gender as established in the study by

Oladunjoye and Omemu [4] that both male and female shared similar self-esteem that is insignificantly differed.

CONCLUSIONS

This study has demonstrated through its findings that self-esteem among students with hearing impairment in North Eastern, Nigeria is high, which moderately influence their academic achievement. Also, it has been shown that career aspiration has moderate relationship with academic achievement of learners with hearing impairment in special secondary schools in North Eastern, Nigeria. Thus, the study has justified the influence of mindset by individual students toward brighter future after graduation in term securing well paid job that can make them self-dependence. The collective influence of self-esteem and career aspirations in predicting academic achievement of students with hearing impairment in special secondary schools has been proved by this study, through its findings. Thus, it has evidently shown that students with high self-esteem and high career aspiration are likely become more dedication toward their academic activities in schools. More so, building self-esteem can be outcomes of series of other inputs such as parental supports, friendly learning environment, motivation from teachers, encouragement from other students and years of schooling.

Recommendations

Teachers need to adopt deliberate usage of positive reinforcement that will encourage participation of students with hearing impairment as well as promote their esteem towards academic performance as bid to achieve better future.

There should be active collaborations with parents, teachers, students and other interested partners in initiating constructive projects that will actively engage students with hearing impairment toward self-motivation

Teachers need to be supportive in guiding their students, especially those with hearing

impairment on different jobs available for them after graduation in order to earn positive participation in school activities as well as improve their academic achievement.

Declaration by Authors

Acknowledgement: None

Source of Funding: None

Conflict of Interest: The authors declare no conflict of interest.

REFERENCES

1. Rishaely, C. E. (2019). Factors influencing academic performance of hearing-impaired students in inclusive education: a case of Moshi technical secondary school. An Unpublished M.Ed. Thesis, Open University of Tanzania.
2. Broomé, R. E. (2018). Descriptive phenomenological psychological method: An example of a methodology. PhD Dissection, Saybrook University,
3. Burgstahler, S. (2018). Universal design of instruction: A checklist for inclusive teaching. University of Washington.
4. Oladunjoye, P., & Omemu, F. (2018). Effect of boko haram on school attendance in Northern Nigeria. *British Journal of Education*, 1(2), 1-9
5. Olasehinde, K.J & Olatoye, R.A. (2018). A comparative study of public and private secondary schools' students' achievement in Katsina State, Nigeria. *Journal of*, 4(3), 203-207.
6. Federal Republic of Nigeria (FRN, 2019). National policy on education (6th Eds.). Lagos; Nigeria, NERDC Press.
7. Awori, B. B., Karugu, G. K., Mugo, J., & Orodho, J. A. (2019). Self-Esteem and academic achievement: What are the explanatory variables among girls with hearing impairment in selected secondary schools for the deaf in Kenya. *Greener Journal of Educational Research*, 9(1), 16-26.
8. NDCS (2018). National deaf children's society campaign report. UK.
9. Muhammad, A.L., & Abdul-Hye, S. (2019). Relationship of School Environment and English Language Learning at Government Schools. *Public Administration* 8(1):8 – 12
10. Udonsa, A. E. (2020). Salient issues in students' poor performance in mathematics at public examinations in Nigeria: A case study of selected secondary schools in Adamawa State. *Journal of Research in Education and Society*, 6(1), 23 – 35.
11. Osa-Edoh, G. I. & Iyamu, F. I. (2020). Social life adjustment and academic achievement of adolescents in Edo State *Ozeam Journal of Applied Sciences* 5(2), 159 – 167.
12. Rosenberg, M., Schooler, C., Schoenbach, C., & Rosenberg, F. (1995). Global self-esteem and specific self-esteem. *American Sociological Review* 60,141–56.
13. Mitchell, L. K., & Krumboltz, J. D. (1996). Krumboltz learning theory of career choice development. In D. Brown, L. Brooks (Ed), *Career choice development* (3rd Eds.). San Francisco, CA. Jossey-Bass.
14. Cochran, W. G. (1977). *Sampling technique*, (3rd Ed.). New York: John Wiley and Sons, Inc.
15. Armstrong, T. (2020). The best schools: How human development research should inform educational practice. Alexandria, VA: ASCD, 2006.
16. Booth, M. Z., & Nolan, R. S. (2020). Effect of self-esteem, career aspirations on academic achievement of adolescent students United States. *Journal of Education*, 2(3), 14 – 27
17. Reasoner, R.W. (2018). The true meaning of self-esteem. Review of national association of self-esteem. Retrieved May 12, 2022, from <http://www.self-esteem-nase.org/what.php>.

How to cite this article: Yahya Umar Magaji, Beatrice Bunyasi Awori, Muthee J. Self-Esteem and career aspirations as correlates of academic achievement of learners with hearing impairment in special secondary schools in North Eastern Nigeria. *International Journal of Research and Review*. 2023; 10(10): 268-278. DOI: <https://doi.org/10.52403/ijrr.20231034>
