

Inclusive Education as Determinants of Self-Concept and Academic Motivation of Secondary School Students with Hearing Impairment in Lagos State

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Abstract

The study investigated inclusive education as determinants of self-concept and academic motivation of secondary school students with hearing impairment in education district of Lagos state. The study adopted descriptive survey research design. The participant comprised 103 male and female (52 male, 51 female) SS1 and SS2 students with hearing impairment purposively selected from inclusive schools in four out of six educational districts in Lagos state. Three null hypotheses were formulated to guide the study. Three research instruments titled Perceived Inclusion Questionnaire (PIQ), General Self-Concept Questionnaire (GSQ) and Academic Motivation Questionnaire (AMQ) with reliability coefficient of 0.63, 0.83 and 0.79 respectively, were used to generate data from the sample of study. Data collected were analyzed using Pearson moment correlation coefficient for the null hypotheses one and two while independent t-test statistical tool was used to test hypothesis three. Findings revealed that both general self-concept and academic motivation have a low but positive relationship with inclusive education. It further showed that there is significant difference in the general self-concept of the participants based on gender. Based on the findings of the study, it was recommended among others that collaboration between parents and school should be prioritised to continue to inspire, encourage and motivate the students for better performance.

Keywords: Hearing impairment, Inclusive education, Motivation, Self-concept, School

Introduction

Human race from inception seized not to explore their environment because of survival instinct, leading to the development of the society. The quest to make the world a better place to be and to promote the well-being of people of the world led to the establishment of organisations to make policies and framework for action. Such was the establishment of United Nation with various

agencies that address the goals of the organisation through continuous conferences to formulate policies, such as the right to education for all as stated in the article 26 of the 1948 universal declaration of human rights. No doubt, education is fundamental to building every society, the best investment countries can venture in, to build equitable, prosperous and healthy societies. Hence, “Education for All” became a global movement to provide quality basic education for all children, youth and adult; launched and endorsed by all the participants at the world conference on “Education for All”, held in Jomtien, Thailand in 1990, by the UNESCO, UNDP, UNFPA, UNICEF, and the World Bank, (UNESCO, 1990).

To ensure the right of all, without leaving out the people with special needs that can benefit from education and to massively reduce illiteracy by the end of the decade regardless of individual differences, led to the World Conference on Special Needs Education, Access and Quality held at Salamanca, Spain in 1994. This is where statement on Principle, Policy and Practice in special need education and framework for action was adopted by more than 300 participants, representing 92 governments and 25 international organisations, (UNESCO 1995). The statement and accompanying framework for action represent a worldwide consensus on future directions for effective special need education. This has resulted into making inclusion in Education a global practice and increase involvement of governments, advocacy groups, countries, parent groups and in particular organisations of persons with disabilities in seeking to improve access to education for the majority of those with special needs which is still far from achievement in most developing countries. Appropriate implementation of inclusion in education is expected to achieve and build all, in terms of social, economic and environmental sustainability that will transform the world into a better place through eradication of poverty and inequality, ensuring that all people enjoy health, justice and prosperity.

There have been unrelenting efforts through time-to-time conferences to review the policy on inclusive education to meet the 2030 target of sustainable development goals. Among such are UNESCO - UNEVOC Virtual Conference on “Inclusive in Technical and Vocational Education and training held from 1st - 12th July 2019 (UNESCO, 2019); International forum on “Inclusion and Equity in Education - Every Learner Matters” held in Cali, Colombia, from 11th - 13th September 2019 (UNESCO, 2019) and many other annual national conferences in different countries of her members. The moves have been the driving force to help spread the phenomenon into the educational policies of nations which Nigeria is among. It is therefore, imperative for

nations and stakeholders involved in the Policies of inclusive education to from time to time assess the policy, programs and administrations put in place to ascertain and ensure that the targeted goals are been actualized which is the motive of this study.

Nigeria as a member of United Nations, had keyed into the policy of inclusive education for over a decade with time-to-time review of the policy to meet the Sustainable Development Goals 2030 targets. The products of the long practice of the policy are expected to be evident in bridging disability gap beyond inclusion in education but through the policy get the targeted group inculcated into workspace, acquisition of diverse skills, eradicate marginalisation, and members of the public receiving them as an integral part of the society to have a say in the decisions that affects lives generally. The government through her policy made provision for special education that covers the needs of individuals with one challenge or the others (NPE, 2013, Section 7 no 117).

Among members of groups targeted to benefit from the policy of inclusion in education are the individuals with hearing impairment. Hearing impairment is a broad term that refers to a condition in which the sense organ of hearing is partially functioning or non-functional resulting into hearing loss. According to World Health Organisation (WHO, 2021), hearing impairment is a dysfunction measurable in the laboratory of clinic; activity limitation is the auditory difficulties experienced by an individual and participation restriction is the non-auditory effect of these on their life. Obianuju (2013) defines hearing impairment as the inability of the ear to receive and give meaningful interpretation to a message or sounds. A learner with hearing impairment is therefore either partially or totally facing the major challenge of appropriate usage of the sense organ of hearing. As a result of hearing loss, the ability to hear and understand spoken language through the normal process becomes a challenge since means of understanding and learning language and communication begins with the hearing. “Communication is key to learning; hearing is an essential part of communication without which learning is difficult” (Nasir, Labaran, Kodiya & Nwaorgu, 2018). The students in this category require a special attention and intervention to communicate in order to function as expected in the society which can be attained through inclusive education.

The proof of achievement of what inclusive education is set out to achieve can only be revealed through the end product recorded in those that benefitted in the program. Among proofs of such

achievement are, building an objective and positive self-concept in individuals that will enable them build confidence to pursue purpose and desires in life irrespective of their challenges. Likewise motivation, be it intrinsic or extrinsic, is also a compelling force that makes success a reality. Inclusive educational settings stand as a stimulating environment for individual learner with disabilities who found themselves alongside with regular learners without disabilities to healthily compete for academic, social and career prospect. It socially integrates them into the environment for opportunities to form relationship with persons without disabilities than when in a separated educational system. It is more effective in motivating learners with disabilities to achieve both academically and socially.

This study was based on Albert Bandura proponent of Social Cognitive Theory (SCT) which was developed in 1986. It posits that learning happens in a social context with a dynamic and reciprocal interaction of people, environment and behaviour. The uniqueness of the theory is its emphasis on internal and external reinforcement through social influence and environment on the individuals' ways of learning, performing and maintaining behaviours. The main focus of the theory is to explain how goal-directed behaviour is been regulated and maintained through control and reinforcement following some constructs which are; Reciprocal determinism, Behavioural capacity, Observational learning, Reinforcement, Expectations, and Self-efficacy. These are to equip individuals with qualities that can make them excel and become goal driving in all endeavours.

Looking into few qualities that can be developed through inclusive education are self-concept and academic motivation. Self-concept is the totality of individual's awareness in terms of his/her own identity; in relation to self-image (what the individual is), the ideal self (what individual desired to be), and self-esteem (the feeling of what individual is and what ought to be). Nitsha (2020) defines self-concept as those beliefs, feelings, attitudes, and values which the individuals perceive of his abilities, status and roles in the outer world. Self-concept of a learner at school is greatly influenced by the image that other significant persons (parents, teachers, and co-learners) have of the learner and by social comparison with the others within the same learning environment. There is no doubt that different environments will influence an individual's self-concept in different ways, so are the people with special needs. The individual with special needs in an environment be it social, or academic environment will be more sensitive to reactions and attitudes of people round them that

they relate with from time to time. With this, opinions about life generally are formed which serves as bases for building self-concept.

The feeling of acceptance or rejection of individual with special needs by significant others like peers, families, parents, teachers and people around them will definitely affect the way they view and evaluate themselves and the world around them. Feeling rejected by others will lead to hostility, low self-respect, emotional instability and unresponsiveness and a negative view of the world; while the feeling of being accepted by others will lead to friendliness, high self-respect, emotional stability and responsiveness and a positive view of the world around them (Schmidt & Cagram, 2008). The role of self-concept to the total development of special needs learners in inclusive education setting has been demonstrated in various studies, revealing how self-concept can either enhance or impair the level of cognitive function and performance. A learner's feeling about his abilities and capabilities to perform in classroom settings determines his behaviour which motivate him to learn, also encourages persistence to further more in education. Nishta (2020) opines that self-concept has important implication for positive existence and is a significant variable for achievement and positive development in the society in every sphere irrespective of being challenged or non-challenged. Self-concept is therefore considered for this study because it has been found to have important impact in the general wellbeing of children with special needs in which students with hearing impairment is not left out.

Several studies have revealed various factors that appear to influence self-concept of students with special needs, which are: age, acceptance by the parent, type of schooling (regular school, special school or inclusive school), special support and attention, labeling, peers, group identification and adherence and severity or degree of disabilities, (Hofman & Kilimo, 2014; Afoh, 2022). Zakaria and Tahar (2017), studied the effect of inclusive education on self-concept of student with special needs with regards to identifying the level of self-concept among them; identify the strongest and the weakest domains of self-concept; explores the differences of self-concept levels based on gender; and to study the relationship between the level of self-concept with the period of learning in an inclusive education. The respondents consisted of 52 students with special education needs, aged between 8 to 15 years old, who learn in inclusive settings from 10 schools in the district of HuluLangat, Selangor. The study was conducted using a set of questionnaires that contains 80 items of Piers-Harris Children's Self Concept Scale that respondents had to answer. The findings

showed that the level of self-concept among the students with special education needs is moderate. The study also found that the strongest self-concept domain among the students with special education needs is Happiness and Satisfaction (HAP), and the weakest self-concept domain is Popularity (POP). In addition, the results showed that there is no significant difference in the levels of self-concept based on gender, and there is no significant relationship between the levels of self-concept with learning periods in inclusive education. Where inclusive education is appropriately practiced, the beneficiaries of the system ought to enjoy successful classroom management, acceptance and appreciation of student's diversity, and personnel support and cooperation. Through this, learners will be able to overcome their challenges to unleash their potential when strong self-concept is been developed.

In the same vein, motivation is an attribute that arouse passion and commitment which energizes individual in the pursuant of goals that leads to development of individual and collectively, the society. The impact of motivation in all human endeavors cannot be underestimated; it stands as succor for unrelenting goals of life. A learner in all academic pursuant cannot achieve excellent without the motivation to learn. Hence, motivation is one of the determinants of academic achievement of learners, be it special needs or regular individuals. The study of motivation is an important phenomenon in the studies of education because the level of academic motivation is one of the key factors that affect the involvement of students in academic activities and performance. It is a variable known to contribute to students' achievement and success (Cayubit, 2022). Hence, academic achievement has been perceived to be more complicated involving various factors such as motivation. Manafi, Movahhed and Hejazi (2015) argued that individuals' progress in school and later in life does not only depend on their intelligence and talent but also a function of their motivation, attitude to learning and emotional reactions among others.

Motivation is one of the most important components which influence the outcomes of learning; it can be developed, encouraged, and changed. Motivation is often conditioned by external factors which include characteristic of teachers, curriculum, various forms of incentives and activities that may influence the development of internal motivation. "Students are more likely to do school works and engage in the class if they feel motivated to do so" (Golland, 2021). Likewise academic motivation, the essential foundation of academic development of student; the lack of it leads not only to disengagement with school in general but to underachievement and eventually dropping

out of school. “Academic motivation refers to the cause of behaviours that are in some ways related to academic functioning and success, such as how much efforts students put forth, how effectively they regulate their work, which endeavours they choose to pursue, and how persistent they are when faced with challenges” (Usher & Morris, 2012).

Inclusive education has shown to have a positive influence on academic motivation. The work of Perveen (2023) on learning motivation, interest and academic achievement in students with hearing impairment through parental involvement, proved that parental involvement with teachers and conducive learning environment have a significant impact on the learners’ overall development. Zajda (2023) in his study on constructive and cognitive, and social constructivist models and strategies with critical literacy and thinking for improving students’ engagement and quality of learning came out with the result that inclusive schooling has power to influence and change the learner in every sphere; cognitive, social, emotional and academic achievement. Golland (2021) conducted a study on inclusive classroom and how they impact academic motivation and engagement among students with hearing impairment. The findings revealed that inclusive classroom have a positive impact on academic motivation and engagement among students with learning disability. Kurniawan, Erita, Syahrir, and Utami (2023) study on influence of students’ environment on students’ learning motivation showed that the environment greatly impact the development of students starting from the enthusiasm for learning, value and personality of students.

Low academic performance of students with hearing impairment in inclusive schools is becoming worrisome despite several years of special education practice in Nigeria. Evidences are not far-fetched from the records of rate of reduction in their population as they proceed from primary to secondary and post-secondary education and the higher number of fall-out before the completion of secondary school education. The hostility and aggression emitted towards their hearing counterpart is giving room for questioning the efficacy of inclusive education in terms of building a goal-mind set, a positive and an objective opinion about life in its totality and the will to excel irrespective of challenges. The claim of inclusion as an avenue for ample opportunities and zero restriction to develop potentials is been put to question as their vulnerability, frustration and dependence mentality exposes them to corporate begging, betting and other vices, the female counterpart to sexual assault, unwanted pregnancy and single motherhood. To these reasons and

many more is this study set out to explore the inclusive education has it determine general self-concept and academic motivation of the students with hearing impairment being a beneficiary of the policy of inclusion.

Research Hypotheses

The following hypotheses were tested in the study

- i. There is no significant influence of inclusive education on general self-concept of the students with hearing impairment in senior secondary schools.
- ii. There is no significant influence of inclusive education on academic motivation of the students with hearing impairment in senior secondary schools.
- iii. There is no significant influence of inclusive education on general self-concept of the students with hearing impairment in senior secondary schools based on gender.

Methodology

The survey research design was used for the study. The population for the study comprised all the students with hearing impairment in inclusive senior secondary schools 2023/2024 academic session from the six education districts in Lagos state. Purposive sampling technique was used to arrive at samples of 103 (SS 1 & SS 2) students from inclusive schools in four out of six educational districts in Lagos state. The three research instruments used to generate data from the respondents were; Perception of Inclusion Questionnaire (PIQ), a self-developed 12 - items likert rating scale, Items for general self-concept was adapted from Robson self-concept questionnaire, (SCQ) (1989; a 30 items with a cronbach alpha of .89)); and items for academic motivation scale adapted from Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich & De Groot (1990; a 44 items instrument with a 7-point likert scale, with a cronbach alpha between 0.70 and 0.77) The instrument consist of two sections, A and B. Section A is demographic while Section B consist of perception of Inclusion Questionnaire (PIQ), a self-developed 12-items rating scale, General Self-concept Questionnaire (GSQ), 16- items likert rating scale and Academic Motivation Questionnaire (AMQ) of 16 – items likert rating scale. Each instrument has 4 alternative responses of (i) strongly Agreed (2) Agreed (3) Disagreed (4) Strongly Disagree. The instrument was subjected to face and content validity; pilot tested on 20 subjects and retested after two weeks, using test-rest correlation coefficient to establish the reliability of the instrument; given (PIQ) with

0.69, (GSQ) of 0.83 and (AMQ) of 0.79 respectively. The researcher administered the questionnaire with the support of the sign-language interpreters and special education teachers in various schools. The data obtained were analysed using Pearson Product Moment Correlation Coefficient for research hypotheses one and two and independent sample t-test for research hypothesis three. Each hypothesis was tested at 0.05 level of significant.

Results

Hypothesis One: In the null form, the hypothesis stated that; there is no significant relationship between inclusive education and general self-concept of the senior secondary school students with hearing impairment. The result of the analysis is presented in Table 1.

Table 1: Pearson Moment Correlation of Inclusive education and general self-concept of the student with hearing impairment

Variables	N	Mean	STD	DF	r-cal	r-tab
Inclusion		32.33	3.32			
	103			101	0.21	0.032
Self-Concept		40.85	4.16			

$P < 0.05$, $df = 101$; r -calculated = 0.21; r -critical = 0.032

From the analysis, it could be observed that the calculated – r value of 0.21 resulted as the relationship between the participants’ perception of inclusive education and their general self-concept. The calculated r ’ value of 0.21 is significant since it is higher than the critical – r value of 0.032 given 101 degree of freedom at 0.05 level of significant. Hence, the null hypothesis which states that “there is no significant influence of inclusive education on the self-concept of the students with hearing impairment” was here by rejected.

Hypothesis Two: In the null form, the hypothesis stated that, there is no significant relationship between inclusive education and academic motivation of the senior secondary school students with hearing impairment. The result of the analysis is presented in Table 2.

Table 2: Pearson Moment Correlation of Inclusive Education and Academic motivation of the students with hearing impairment

Variables	N	Mean	STD	DF	r-cal	r-tab
Inclusion		32.33	3.32			
	103			101	0.17	0.089
Academic Motivation		40.97	4.38			

$P < 0.05$, $df = 101$; r -calculated = 0.17; r -critical = 0.089

From the analysis, it could be observed that the calculated – r value of 0.17 resulted as the relationship between the students’ perception of inclusive education and their academic motivation. The calculated – r value of 0.17 is significant since it is higher than the critical – r value of 0.089 given 101 degree of freedom at 0.05 level of significant. . Hence, the null hypothesis which states that ‘there is no significant influence of inclusive education on the academic motivation of the students with hearing impairment’ was here by rejected.

Hypothesis Three: In the null form, the hypothesis stated that there is no significant influence of inclusive education on general self-concept of the students with hearing impairment in senior secondary schools based on gender.

Table 3: T-test on Gender Difference in the Self-Concept of the Participants

Variables	N	Mean	STD	DF	r-cal	r-tab
Male	52	41.31	4.05			
				101	1.14	0.83
Female	51	40.37	4.26			

$P < 0.05$, $df = 101$; t -calculated = 1.14; r -critical = 0.83

From the analysis, it could be observed that the calculated – t value of 1.14 resulted as the gender difference in the self-concept of the participants. The calculated- t value is significant since it is higher than the critical – t value of 0.83 given 101 degree of freedom at 0.05 level of significant. Hence, the null hypothesis which states that “there is no significant influence of inclusive education on general self-concept of the students with hearing impairment in senior secondary schools based on gender” is here by rejected.

Discussion of Findings

From table one, the mean score and standard deviation of the respondents' perception of inclusive education were found to be 32.33 and 3.32 respectively. The low mean score indicated that the respondents' perception of inclusive education varied, while the low score of standard deviation revealed the closeness to the mean score to establish the stability of the respondents' idea regarding the variable. In the same vein is the mean score and standard deviation of the respondents' belief of their self-concepts which were found to be 40.85 and 4.16 respectively. The mean score revealed an average number of the respondents having similar belief regarding self-concept and the standard deviation of 4.16 revealing closeness to the mean score. Therefore, the result of tested hypothesis one revealed that inclusive education has a moderate significant influence on the students' general self-concept. The result of this study proves the Hofman and Kilinw (2014), Sa'ad and Bila (2021) and Afoh (2022) studies which concluded that regular, special and inclusive school among other variables, influence self-concept of special needs students in which students with hearing impairment are not exempted. Likewise, the outcome of the study is in agreement with Zakari (2017) study on the effect of inclusive education on self-concept of student with special needs with regards to identifying level of self-concept, strongest and weakest level and relationship with the period of learning in an inclusive education proved that inclusive education have moderate influence on the self-concept of the students.

From table two, the mean score and standard deviation of the respondents' perception of inclusive education were found to be 32.33 and 3.32 respectively. The low mean score indicated that the respondents' perception of inclusive education varied, while the low standard deviation revealed the closeness to the mean score to establish the stability of the respondents' idea regarding the variable. In the same vein is the mean score and standard deviation of the respondents' opinions about their level of academic motivation which were found to be 40.97 and 4.38 respectively. The mean score revealed an average number of the respondents having similar opinions regarding academic motivation and the standard deviation of 4.38 showing the closeness to the mean score, this revealed the level of stability regarding the idea of the variable. Therefore, the result of tested hypothesis two revealed that inclusive education has a moderate influence on the students' academic motivation. This result supported the submission of Manafi, Mohammadu and Hejazi, (2015) and Cayubit (2022) that academic excellence of a student does not come to be without the

function of their motivation. Also, the outcome of the study is similar to Havidz and Miyakiah (2023) Golland (2021), Juroawan, Erita, Shyahrir and Utami (2023) and Perveen (2023) studies which showed that inclusive education has a positive impact on academic motivation.

From table three, the mean score of male respondents were found to be 41.31, while that of the female counterparts revealed 40.97. The mean score of female respondents is lower than that of the male respondents. This showed that the male respondents have high level of self-concept than the female counterparts. The standard deviation of both gender were found to be 4.05 and 4.26 respectively. It showed that stability of the respondents' idea regarding self-concept is gender based. The findings on the hypothesis three showed that there is gender difference in the self-concept of the students but not so visible. The outcome of the study is in contrast with Zakaria and Tahar (2017) and Sa'ad and Bila (2021) findings which showed that gender difference does not exist in the self-concept of special needs students. The reasons for this could be traced to the heterogeneous nature of the sample of studies which have categories of special needs students as compared to the homogenous nature of the sample for this study which are mainly the students with hearing impairment. The result is in agreement with the outcome of the study of Thomas (2019) on self-concept of hearing impaired students at secondary level which showed that despite no significant gender difference in the total self-concept and its components body image; but in the case of ideal self-concept, difference was shown between boys and girls in favour of males. Likewise, Elsayed (2012) work on quality of life and self-concept for a sample of gifted deaf student which aimed at determining gender difference between male and females in quality of life and self-concept among others. The findings indicated that there are significant gender differences in their self-concept in favour of males.

Conclusion

Based on the analysis and the result of the findings, the following conclusions were made; Students with the peculiarity of their hearing challenge are likely to feel incompetent and see performances academically a kind of hard to achieve tasks. Hence, may not put much effort to explore their abilities. With inclusive education through effective implementation of its policy of unrestricted environment, has the tendency to motivate the learners to develop confidence and be competent to face the tasks ahead of them. Every stakeholder, the school administrative authorities, the teachers,

the hearing counterparts, the learners with hearing impairment including their parents have a part to play in the implementation of inclusive education policies to build positive self-concept of the students with hearing impairment. The learners with special needs should be top priority in the introduction of curricular and co-curricular activities in the school.

Recommendations

Based on the result of the findings, the following recommendations are worthy of note;

1. It is necessary that the Government and stakeholders ensure time-to-time evaluation of the programmes in various inclusive schools for verification of appropriate implementation and maintenance; verify expected outcome and rate of success; for identification of obstacles and challenges peculiar to each school, what is hindering the success of the policy; needs for restructuring where necessary to be in tandem with global practices.
2. Collaboration between parents and school to be prioritised, it is pivotal to the success of the policy as stated in the frame work for action. Parents as the first agent of socialization to a child, their support, mentoring, monitoring and involvement in their wards school programmes will help special needs learners develop sense of belonging which can help build self-concept as well as motivate to press forward in life.
3. Counseling programmes should be designed to accommodate modeling and mentoring by successful individuals with special needs that can motivate them and give hope of a promising future to young individuals in inclusive schools.
4. Continuous sensitization and awareness programmes in the communities should be intensified as the coverage of inclusion in education is still very low.

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