

**SELF-ESTEEM AND CAREER ASPIRATIONS AS CORRELATES OF  
ACADEMIC ACHIEVEMENT IN ENGLISH AMONG LEARNERS WITH  
HEARING IMPAIRMENT IN NORTH EASTERN NIGERIA**

Self-Esteem And Career Aspirations As Correlates Of Academic Achievement In  
English Among Learners With Hearing Impairment In North Eastern Nigeria

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Research Thesis Submitted In Partial Fulfilment For The Award Of Degree Of Doctor  
Of Philosophy In Special  
Needs Education In The School Of Education Of  
Kenyatta University

**FEBRUARY, 2025**  
**DECLARATION**

I declare that this thesis is my original work and has not been submitted to any other university or institution for certification purposes. All sources used in this research have been properly acknowledged. Any text, data (including verbal statements), images, photographs, or tables obtained from external sources, including online materials, have been correctly cited and referenced in compliance with the latest APA guidelines and anti-plagiarism regulations.



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## **DEDICATION**

This Thesis is dedicated to the memory of my late father, Mallam Umar Magaji, whose constant encouragement and support motivated me throughout my academic career.

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**LIST OF ABBREVIATIONS ACRONYMS**

<b>EFA:</b>	Education For All
<b>FRN:</b>	Federal Republic of Nigeria
<b>HI:</b>	Hearing Impairment
<b>UN:</b>	United Nation
<b>WAEC:</b>	West African Examination Council
<b>UNESCO:</b>	United National Educational, Scientific and Cultural Organization

## ABSTRACT

Academic achievement serves as a key indicator of student outcomes in educational institutions. Unfortunately, research indicates that the Nigerian government has consistently overlooked the education of learners with disabilities, resulting in a decline in their academic performance, particularly among those with disabilities. As the global trend shifts toward inclusive education, this study examines the influence of two psychological factors self-esteem and career aspirations on the academic success in English Language of learners with hearing impairments in special secondary schools located in Northeastern Nigeria. The research objectives were: the association between self-esteem and the academic performance of students with hearing impairments; the connection between career aspirations and their academic achievement; and whether self-esteem and career aspirations can predict their academic performance in these institutions. A correlational research design was embraced. A total of 1,169 learners with hearing impairments enrolled in special senior secondary schools were target population. A total of 351 Senior Secondary Two (SS II) pupils were selected from five special schools in Northeastern Nigeria using a multistage sampling process. The Learners' Career Aspiration Questionnaire (LCAQ), the Learners' Self-esteem Rosenberg Scale (LSRS), and an English Language Pro forma (ELP) were used to gather data. These instruments were verified by experts from Kenyatta University's Early Childhood and Special Needs Education department. Cronbach's Alpha reliability assessment of the LSRS and LCAQ produced values of 0.81 and 0.85, respectively. At a significance level of 0.05, the data will be analysed using a variety of inferential statistical techniques like multiple linear regression analysis for the third null hypothesis and Pearson product-moment correlation for the first two. The results show that self-esteem and academic performance in English language among students with hearing impairments in Northeastern Nigeria are strongly correlated ( $r=0.718$ ,  $\eta^2=0.76$ ,  $p<0.001$ ). Academic achievement and professional goals also had a moderately favourable association ( $r=0.718$ ,  $\eta^2=0.76$ ,  $p<0.001$ ). Academic performance was shown to be considerably improved by both self-esteem and career ambitions, with significant benefits from both ( $B=0.441$ ,  $t=10.756$ ,  $p<0.001$ ) and self-esteem ( $B=0.303$ ,  $t=6.184$ ,  $p<0.001$ ). In conclusion, the research indicates that both self-esteem and career aspirations can significantly encourage improved academic achievement among students. It is recommended that educators focus on enhancing learners self-esteem and aspirations through constructive teaching methods that render education more attainable and appealing.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

The research's background, problem statement, purpose, objectives, hypothesis, importance, limits, and delimitations are all presented in this section along with theoretical and conceptual frameworks and operational definitions of terminology.

#### **1.2 Background to the Study**

The international focus on inclusive education for learners with disabilities emerged significantly in the 1990s, particularly highlighted by the Salamanca Conference organized by UNESCO in 1994. This event marked the first major declaration that specifically addressed the education of individuals with disabilities (Schuelka & Johnstone, 2021). The conference promoted the inclusion of children with disabilities in mainstream classrooms, building on the Education for All (EFA) programs that were started in 1990 (UNESCO, 2017). Regardless of their difficulties or differences, all students should study together whenever possible, according to the Salamanca declaration, which highlights the fundamental tenet of inclusive education. It also emphasizes the necessity for inclusive education to cater to the diverse needs of learners, encompassing various learning styles and paces while ensuring high-quality education through tailored curricula, effective organizational structures, innovative teaching methods, appropriate resource allocation, and collaborative community partnerships (UNESCO in Rishaelly, 2019).

The principles outlined in the Salamanca Statement provide a foundational context for this research, reinforcing the global commitment to delivering quality education for all learners, particularly those with hearing impairments. This study advocates for equitable access to high-quality learning opportunities for all children, regardless of ability, and emphasises how important it is to meet these students' educational needs within the context of inclusive education.

In Africa, the education of children with disabilities has historically been undervalued for various reasons (Broomé, 2018). There is a prevalent stereotype that perceives children with disabilities as disinterested in education or incapable of achieving comparable outcomes to their peers. This belief has contributed to their exclusion from educational opportunities, further marginalizing them in all aspects of social life (Burgstahler, 2018). Consequently, this area has necessitated dedicated, compassionate attention throughout history, as disabilities manifest in both mental and physical forms, each requiring thoughtful consideration and a professional approach across the globe (Armstrong, 2020).

Similar to other countries across Africa and around the globe, Nigeria, particularly in the North East region comprising Adamawa, Taraba, Borno, Gombe, and Yobe states, recognizes inclusive education as a crucial strategy for improving both access to and the quality of education for all. Numerous African nations, including Nigeria, have committed to numerous international education agreements, such as the Salamanca Statement and Framework for Action on Special Needs Education, which underscores the importance of addressing the educational needs of children with disabilities. Additionally, the World Declaration on Education for All (EFA) stresses the significance of equitable access and the necessity of addressing

disability-related issues, while the International Declaration of Human Rights affirms that education is a fundamental right (UNESCO, as cited in Rishaelly, 2019). Notwithstanding these pledges, the Federal Government of North East Nigeria continues to erode the educational rights of children with disabilities, which prevents many of them from receiving high-quality instruction (Burgstahler, 2018).

In Northern Nigeria, it is not uncommon to see school-age children with impairments begging on the streets rather than going to school. The Boko Haram insurgency has made this problem worse by negatively affecting a number of North Eastern sectors, with education being the most affected (Oladunjoye & Omemu, 2018). As a result, school dropout rates among school-age children have significantly increased. The fundamental issue has not been addressed, despite the fact that non-governmental organisations have carried out a number of educational initiatives. The presence of many uninformed beggars, particularly those with disabilities, in North-Eastern Nigeria highlights the urgency of addressing their educational needs. This situation poses possible threats to the already precarious security environment in the region. It should come as no surprise that North East Nigeria is frequently considered to be among the regions with the worst educational outcomes in the nation (Oladunjoye & Omemu, 2018). However, there are still major barriers to the adoption of inclusive education frameworks in Nigeria (Broomé, 2018), with a preponderance of special education institutions created especially for students with special needs.

From a broader perspective, inclusive education (IE) is a transformative process that aims to provide educational opportunities to both youth and adults while modifying schools and learning environments to accommodate all children, including girls and boys, learners from diverse linguistic and ethnic backgrounds, rural

communities, people impacted by HIV/AIDS, and those with disabilities or learning limitations (UNESCO, 2019). Recently, there has been a growing public focus on disadvantaged students within the national educational framework. This shift aligns with the Federal Government's directive defined in the National Policy on Education (FRN, 2019), which advocates for comprehensive educational provisions for individuals with disabilities to empower them and facilitate their psychological development. This challenge has prompted extensive research into various issues affecting different groups of disadvantaged individuals. One particular area of interest for scholars has been the correlation between self-esteem, career aspirations, and academic performance among LHI (Awori et al., 2019).

A sensory disorder that affects the auditory system and limits a person's capacity to detect and comprehend sounds is called hearing impairment. Any student who has either temporary or permanent hearing loss is considered to have a hearing impairment, as per the National Deaf Children's Society (NDCS, 2018). Apart from this criterion, the NDCS distinguishes between mild, moderate, severe, and profound hearing impairment. Similar to this, Heward (2018) describes how, depending on typical hearing levels, hearing loss may be categorized as minimal, mild, moderate, severe, and profound. A student with a hearing impairment is someone who has trouble using their hearing to understand speech in an educational setting. Even though the term "hard of hearing" is frequently utilized to describe individual with less severe hearing loss, it is increasingly being used to describe people with a variety of hearing loss types who primarily communicate orally and use their residual hearing, which is frequently enhanced by assistive devices and speech reading

(Israelite, Ower, & Goldstein, 2018). People with complete or partial hearing loss which can vary from modest to profound are the subject of this study.

Every person's whole growth depends on their ability to hear. It has a major influence on a learner's capacity to do well on academic assignments in addition to eyesight. It can be difficult for students with hearing impairments to build strong social and emotional bonds, which are essential to their growth. These students are called Learners with Hearing Impairment (LHI), which includes individuals who lose their hearing as a result of disease or accidents (Ugwuanyi, 2018). The inability to hear can severely impede these students' capacity to think, communicate, and learn at the same level as their peers. LHI may display varying adjustment patterns, at times acting out when distressed and withdrawing during other moments, highlighting their communication challenges. A communication gap can cause maladjustment for any student who struggles with basic psychological processes related to comprehending spoken or written language (Ugwuanyi, 2018).

This behavior can negatively impact their academic performance. Furthermore, it has been suggested that LHI might resort to aggressive behavior as a means of coping with conflicts and communication barriers; however, there is currently no data to support this claim. Davis and Hardick (2020) argue that anxiety and embarrassment can arise from fears of misunderstanding and insensitive remarks from others, which may threaten these students' sense of safety and lead to frustration, potential school dropout, and even a turn towards begging for survival.

In addition to posing risks to personal safety, hearing impairment can detrimentally affect students' self-esteem and academic achievements. The self-esteem that arises from peer interactions can significantly influence academic success.

According to Onuigbo and Eze (2021), hearing impairment intersects with critical life decisions, such as forming friendships, socializing with peers, and maintaining relationships with teachers and others. A learner who struggles to engage socially may find it challenging to succeed academically. Moreover, hearing loss can result in psychological issues more profound than mere communication difficulties, affecting interpersonal interactions, vocational opportunities, social engagement, and learning processes. When these areas are impacted, students' self-esteem may plummet, consequently hindering their ability to contribute meaningfully to their community's sustainable development.

The psychological term that encompasses a person's total emotional evaluation of their own value is called self-esteem. In essence, it may be interpreted as an individual's self-perception and attitude. Self-esteem is frequently seen as a component of personality and encompasses the ideas that influence one's overall sense of personal value or self-worth (Sadaat, Ghasemzadeh & Soleimani, 2020; Adewale, 2021). According to Hewitt and John (2019), feelings ranging from pride to humiliation, pleasure to despair, and beliefs like 'I am capable' or 'I am deserving' make up self-esteem. Smith and Mackie (2007) go into further detail on this subject by distinguishing between the emotive and cognitive components of self-esteem. They define the cognitive element, known as self-concept, as how we perceive ourselves, while the affective element, termed self-esteem, is concerned with the positive or negative feelings associated with this perception. It is widely recognized that self-esteem tends to increase when individuals receive validation from others, confirming their significance and relevance in life. This validation often occurs through social interactions, which may present challenges for learners with hearing

impairments (LHI). Research by Wangia, Waswa, and Waudu (2019) indicated that negative feedback from educators and parents negatively impacted students' self-esteem, correlating with poorer academic outcomes. Additionally, Pignault, Rastoder, and Houssemand (2023) uncovered a negative association between students' self-esteem and their academic achievement. This study's ultimate objective is to look at the association between self-esteem and LHI academic accomplishment in the English language.

Academic self-esteem can significantly influence both career aspirations and academic success. Career aspirations refer to a learner's goals regarding specific occupations, often shaped by their academic achievements (Karendra, 2020). These aspirations are articulated through an individual's desires concerning their professional life (Grubb & Lazerson, 2018). When a student with a hearing impairment feels confident in their academic capabilities, they might be motivated to pursue professional paths that they otherwise might not consider. Nevertheless, low self-esteem can lead to isolation, underperformance, self-denial, and even school dropout, hindering the pursuit of career aspirations. The concept of career barriers is particularly relevant for individuals with hearing loss.

For many deaf or hard of hearing people, the functional difficulties of hearing loss combined with unfavourable social perceptions have resulted in major professional barriers (Punch et al., 2021). Furthermore, young people and important others, such as parents, instructors, and potential employers, may perceive hearing loss as a barrier to pursuing a variety of careers (Weisel & Cinamon, 2019). Despite the fact that workplace accommodations can help people with disabilities overcome some of their obstacles (Szymanski, Hershenson, Enright, & Ettinger, 2018), a lack of

knowledge about these accommodations and employees' rights to them may exacerbate the perception of barriers related to their disabilities. Pignault, Rastoder, and Houssemand (2023) observed that lower self-esteem correlates with greater difficulties in making career decisions, adversely affecting academic and career outcomes. Wangia et al. (2019) noted that negative feedback from teachers and parents can lower self-esteem. This decrease in self-esteem could result to dismal academic attainment and difficulties in selecting a career. Consequently, this research aimed to explore the association between the career aspirations and academic achievements of LHI.

Academic achievement is a term utilized to assess a learner's progress within formal education, typically evaluated through reports, exams, research, and various other criteria (Essel, Vlachopoulos, & Tachie-Menson, 2021). Osa-Edoh and Iyamu (2020) characterize it as related to success in education, encompassing both theoretical and practical learning. In North Eastern Nigeria, English Language is a core subject that is essential for learners in secondary schools and is often a prerequisite for those aiming to continue their education at the tertiary level. Nonetheless, secondary school students in this region continue to perform poorly in the subject. Between 2014 and 2020, according to reports from the WAEC Chief Examiner, 40.29%, 57.01%, 25.38%, 25.91%, 24.86%, 41.01%, and 35.04% of students received a credit or above in English language, respectively. These figures could also apply to hearing-impaired students enrolled in special education programs in North-Eastern Nigeria. This failure rate raises the possibility that Nigeria won't achieve its objectives for education in relation to the Sustainable Development Goals (SDGs). This persistent underachievement underscores the urgent need to explore the

underlying factors subsidising to these inconsistent trends in educational performance to better support learners.

The academic underperformance of secondary school learners, particularly those with hearing impairments, has raised concerns among stakeholders advocating for inclusive education. Achieving academic success often requires both motivation and determination. Motivation plays a crucial role, as a motivated learner is more likely to strive for excellence. Supporting this idea, Ezema (2019) views academic achievement as the pursuit and realization of one's personal goals. The research uncovered that learners with hearing impairments tend to perform worse academically than their hearing peers (Kiyaga & Moores, 2019; Satapathy, 2020; Kyaruzi, 2019). Kyaruzi (2019) also highlights this disparity, noting the poorer academic performance of LHI compared to those without. These findings raise an important question: Can hearing impairment alone account for variations in academic achievement, particularly in relation to self-esteem and career aspirations?

Hearing is essential in the educational process, as it facilitates communication between teachers and students. However, it is worth considering whether students who struggle with social interactions due to limited language skills can achieve academic success on par with their peers. The study aimed to raise awareness of the right to education for children with special needs within the Nigerian Federal Government. For those with hearing impairments who have been neglected for a long time in North East Nigeria, this is especially crucial (Burgstahler, 2018). Regardless of any physical, mental, or psychic disabilities, every kid has the fundamental right to an education. Thus, the objective of this study is to evaluate the link between

academic success, career ambitions, and self-esteem among children with hearing impairments attending special schools in North-Eastern Nigeria.

### **1.3 Statement of the Problem**

In Nigeria, particularly in the North Eastern region, the education of learners with hearing impairments has historically been inadequate. As noted by Bleidorn et al. (2016), there exists a prevalent stereotype suggesting that children with disabilities lack interest in education and are incapable of achieving at the same level as their peers. This misunderstanding has resulted in the exclusion of these children, particularly those with hearing impairments, from the education system, affecting both their academic experience and their overall participation in society. Moreover, a significant number of children with hearing impairments either do not attend school or are placed in segregated special institutions (Bruce, 2018). Research indicates that in developing countries, including Nigeria, students with hearing impairments often struggle academically due to a shortage of role models and insufficient specialized training in visual teaching methods or sign language (Bruce, 2018). This neglect compounds their academic challenges, resulting in subpar educational outcomes.

Academic success serves as a vital indicator of student advancement, particularly in special schools, as Nigeria strives to adopt inclusive education policies. However, research by Udonsa (2020) and Omollo and Yambo (2017) shows that Northern Nigerian pupils are not doing well. For instance, just 22% of applicants pass the English language test each year with credit or distinction, according to data from the West African Examination Council (WAEC) (Udonsa, 2020). Examining the root causes of this disparity is essential given the importance of academic success and the

persistent underperformance of LHI in comparison to their hearing classmates (Kyaruzi, 2019; Kiyaga & Moores, 2019).

Self-esteem and career aspirations are important elements that influence academic success. Students with high self-esteem generally exhibit greater confidence in their capabilities, which encourages them to set and pursue academic goals. Enhancing the self-esteem of LHI can improve their engagement and perseverance in academic tasks, equipping them with the resilience needed to tackle educational challenges. Similarly, having clear career aspirations provides students with direction and motivation, prompting them to excel academically. Establishing clear career goals increases the likelihood that students will recognise the value of their academic work and will be more committed and persistent in overcoming challenges. Understanding and addressing the educational requirements of students with hearing impairments requires an understanding of the crucial relationship that exists between academic achievement, professional aspirations, and self-esteem.

Enhancing self-esteem and promoting career aspirations can lead to better academic results, enabling students especially those with hearing impairments to reach their full potential and succeed in their future careers. This strategy not only boosts academic performance but also prepares students for lasting success in both personal and professional realms. Thus, this study looks at how academic accomplishment among English language learners with hearing impairments at special senior secondary schools in North-Eastern Nigeria is related to their self-esteem and career goals. The project intends to shed light on these connections in order to enhance educational results for this underserved population.

#### **1.4 Purpose of the Study**

The research aimed to explore the self-esteem and career aspirations as correlates of academic achievement in English Language among learners with hearing impairment in special senior secondary schools in North Eastern Nigeria.

#### **1.5 Objectives of the Study**

Specifically, the study seeks to:

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

## **1.6 Research Hypotheses**

The following research hypotheses to guide the research:

H0<sub>1</sub>: There is no significant relationship between self-esteem and academic achievement in English Language among learners with hearing impairment in special senior secondary schools.

H0<sub>2</sub>: There is no significant relationship between career aspirations and academic achievement in English Language among learners with hearing impairment in special senior secondary schools.

H0<sub>3</sub>: Self-esteem and career aspirations together do not predict academic achievement in English Language among learners with hearing impairment in special senior secondary schools.

## **1.7 Significance of the Study**

This research provides essential insights into the elements that influence the academic attainment of hearing-impaired learners in specialized secondary schools and suggests strategies to address these issues. The proposed recommendations can support a range of stakeholders, including students, teachers, parents, school administrators, guidance counsellors, policymakers, and researchers, in creating a nurturing environment that benefits LHI and improves the overall quality of education.

The study's results provide insight into the important variables influencing hearing-impaired pupils' academic performance in special secondary schools. Students can identify how their academic performance is affected by their self-esteem and career goals by developing a better awareness of these aspects. The study highlights the significance of professional goals and self-worth, urging students to

concentrate more on these areas as they are crucial to academic success. Their performance may be significantly improved and the foundation for future successes laid by a strong drive to reach career goals.

The results of the study are invaluable for educators, who must recognize the significance of equipping their students with skills that boost self-esteem and career aspirations. By cultivating a positive learning environment, teachers can facilitate the development of these essential qualities, leading to improved academic performance. This awareness motivates teachers to dedicate more effort to nurturing students' personal and academic growth, which can lead to noticeable progress in their overall performance.

Parents have a crucial effect on shaping their children's career goals, particularly during adolescence when initial aspirations are formed. This study offers important insights into the career ambitions of LHI. By recognizing this critical developmental phase, parents can provide the necessary support and encouragement to help their children pursue their desired careers. Such involvement is vital for enhancing both the self-esteem and academic performance of their children, equipping them to tackle future challenges effectively.

The recommendations presented in this research can aid administrators of special education schools in fostering an effective learning environment for hearing-impaired students. By enacting these suggestions, school leaders can enhance teaching and learning quality, ensuring that the unique needs of these students are adequately addressed. This supportive atmosphere can lead to substantial improvements in the academic success of hearing-impaired learners, thereby promoting inclusive and equitable educational practices.

Guidance counselors in special schools will find this study particularly beneficial as it provides comprehensive insights into linkage between self-esteem, career aspirations, and academic success among learners. The findings can guide counselors in effectively addressing these issues, ultimately supporting students in enhancing their academic performance. This information allows counselors to implement targeted interventions that promote positive growth and success.

The study underscores the pressing need for the thorough execution of inclusive education policies and emphasizes the significance of education for hearing-impaired learners. The results could encourage the Federal Government of Nigeria (FGN) to focus more on the educational requirements of students with impairments, making sure they get the resources and assistance they need to succeed. By prioritizing the educational requirements of hearing-impaired learners, policymakers can ensure that inclusive education initiatives are properly executed, fostering equality and accessibility within the educational landscape.

Researchers will find this study a valuable resource for further investigation and as a contribution to the broader academic dialogue regarding self-esteem and career aspirations among hearing-impaired learners. It enriches knowledge for educators, school administrators, and scholars interested in inclusive education and opens new pathways for exploring the influences of self-esteem and career goals on academic success, informing future research aimed at enhancing educational outcomes for marginalized populations.

By addressing the needs of students, educators, parents, administrators, guidance counselors, policymakers, and researchers, this study provides

comprehensive insights and practical recommendations to improve the academic success of LHI in North-eastern Nigeria.

### **1.8 Assumptions of the Study**

This study assumed that:

1. Learners with hearing impairments at special secondary schools in northeastern Nigeria are measured for academic progress based on their self-esteem and career goals.
2. The participants showed that they have the information, abilities, and drive required to correctly answer the questionnaire's questions.
3. Learners' MOCK results in English Language are acceptable measures for academic achievement.
4. The learners' responses to issues about their self-esteem and career aspirations will be honest.
5. The majority of the participants are SS II students from special secondary schools in northeastern Nigeria who have hearing impairments.

### **1.9 Limitations and Delimitations of the Study**

#### **1.9.1 Limitations of the study**

The research relied on self-reported data, which may lead to social desirability bias among participants. To mitigate this issue, respondent anonymity was ensured, allowing individuals to complete the questionnaire without disclosing personal information such as names. However, the questionnaire's emphasis on the respondents' identities could still pose challenges, potentially affecting the authenticity of their answers. Nonetheless, this concern was alleviated by utilizing

standardized measurement scales that have demonstrated high reliability and validity, ensuring consistent evaluation of the intended dimensions.

The study's exclusive focus on LHI in special secondary schools limits the findings' applicability to other educational environments, such as regular primary schools, colleges, or universities that do not serve students with special needs. This is another limitation of the research. Additionally, the academic achievement measurements utilized in the study may lack standardization across different institutions. This was addressed through the use of Z-scores, which allowed for a valid comparison of academic performance across various schools.

### **1.9.2 Delimitations of the Study**

This research takes into consideration only special secondary schools that are public in North Eastern part of Nigeria. There has been little research on issues related to the education of students with disabilities in Nigeria, which is why special secondary schools were chosen. Additionally, public special secondary schools were chosen because the issue of students' underachievement is more severe in public secondary schools than in private ones, and because the conditions that apply in both private and public secondary schools in Nigeria are distinct (e.g., infrastructure and teaching-learning environment). The North-eastern region of Nigeria was selected due to its status as one of the educationally disadvantaged areas that has been severely impacted by the Boko Haram insurgency. It will be interesting to examine the current educational situation for students with disabilities in this context.

The research engaged Senior Secondary Two (SS II) students only. The rationale for selecting the SS II learners hinged on the fact that they are the most

stable students in the schools with the knowledge and skill to respond to the questionnaire items. Stable in the sense that the SS III students are preparing for their final examinations; they may not have the time to partake in the study, while the SS I students are just incoming. This study focuses solely on the independent variables of self-esteem, career aspirations, and academic success. It posits that these factors may be linked to students' academic performance, while intentionally omitting other variables that could also influence academic success. Moreover, other relevant variables cannot be considered in this study because it is not feasible to do so, given the timeframe; as research is a continuous process.

## **1.10 Theoretical and Conceptual Frameworks**

### **1.10.1 Theoretical Framework**

#### **1.10.1.1 Rosenberg, Schooler, Schoenbach and Rosenberg's Theory of Self-Esteem (1995)**

The theory for this research is based on the self-esteem theory established by Rosenberg, Schooler, Schoenbach, and Rosenberg (1995). This theory suggests that self-esteem experiences substantial development during adolescence, a stage often marked by uncertainty and self-assessment. Rosenberg et al. (1995) define self-esteem as a person's overall assessment of oneself, which consists of two main components: competence and worth. Competence, often referred to as efficacy-based self-esteem, relates to a person's conviction in their own skills and talents, whereas worth, or worth-based self-esteem, is associated with how respected or acknowledged they feel by others.

As per the Rosenberg et al., global self-esteem is the total sense of one's own value. According to Rosenberg et al. (1995), self-worth is the extent of how much

people believe they are excellent and valuable, as well as how much they accept and appreciate themselves. At its core is the notion that people have an innate need to view themselves positively and behave in ways that support and enhance this positive self-image. According to Rosenberg et al. (1995), this incentive is frequently denoted to as the self-enhancement motive or self-esteem motive. It is crucial to remember that the term "self-esteem" can also refer to fleeting emotional states that result from either positive or negative experiences. For example, a student may report feeling more confident following a successful test or, on the other hand, feeling less confident following a subpar performance. Feelings of pride or pleasure contrast with feelings of embarrassment or disappointment, and these emotions are sometimes classified as self-sentiments or feelings of self-worth.

According to the theory, low self-esteem is related to neutral or ambiguous attitudes towards oneself, and high self-esteem is related to an overall fondness or love for oneself in normal populations. Although self-loathing is more common in clinical groups than in the general population, it can occur in more severe situations in those with poor self-esteem (Rosenberg et al., 1995). Additionally, it is thought that although low self-esteem can result in social and personal difficulties, high self-esteem promotes favourable results. Despite the fact that individuals with low self-esteem are often depicted in the literature in a negative light, (Rosenberg & Owens, 2001; Leary & MacDonald, 2003), the advantages of having a high sense of self-worth should be approached with caution because it can also lead to negative traits like narcissism and aggression (Sedikides, Gaertner, & Vevea, 2015). Despite these complexities, a prevalent global trend indicates that many individuals maintain a

favorable view of themselves compared to their less positive perceptions (Sedikides et al., 2015).

Linking the theory proposed by Rosenberg et al. (1995) to the current study is particularly pertinent, as it highlights the development of self-esteem amid the ‘uncertainty of adolescence.’ This stage is where many students with hearing impairments in senior secondary schools typically find themselves. According to the theory, self-esteem is shaped through peer comparisons, making the school environment crucial for these assessments due to the constant evaluation of academic skills and qualities. For example, a student who doubts their academic abilities may exhibit low academic self-esteem, which in turn could result in lower academic performance. Conversely, a learner confident in their capability to succeed on tests is likely to possess high academic self-esteem, possibly leading them to achieve better academic results. However, this relationship is not always straightforward; the way students evaluate their own abilities and traits can significantly influence their learning outcomes.

Although they are related, self-esteem and self-evaluation are still separate ideas. High self-esteem learners could think of themselves as having better academic qualities than low self-esteem learners. However, a student who struggles academically may still feel good about themselves because of their achievements in other areas, such as extracurricular activities, which can boost their confidence in general. Conversely, a student who excels academically may not feel positively about other aspects of their identity.

These aspects underscore the intricate nature of self-esteem and its influence on academic success. By incorporating this theory, the research intends to investigate

how self-esteem interacts with career aspirations to affect academic achievement. Gaining insights into these relationships is essential for identifying aspects that contribute to the educational successes of LHI. Such understanding is crucial for developing tailored interventions that support their academic and personal growth, ultimately improving educational outcomes for this underserved demographic. In order to better recognize how self-esteem affects academic success and to create practical strategies for better supporting LHI, this research uses Rosenberg et al.'s theory to assess its applicability to the academic success and self-esteem of LHI in special secondary schools in North Eastern Nigeria.

#### **1.10.1.2 Michelle and Krumboltz's Social Learning Theory of Career**

##### **Development (Michelle & Krumboltz, 1996)**

The framework utilized in this research is the Social Learning Theory of Career Development (SLTCD), introduced by Michelle and Krumboltz in 1996. This theory aims to shed light on the factors that impact people's professional selections by highlighting the fact that these choices are influenced by a variety of learning chances in their social environments, which in turn affect their viewpoints and beliefs. Individuals are guided along a variety of educational and employment pathways by both purposeful and inadvertent learning events.

Michelle and Krumboltz's framework encompasses two key components: The Learning Theory of Career Counseling (LTCC) and Social Learning Theory of Career Decision Making (SLTCDM). This research specifically employs SLTCDM to analyze students' career aspirations in relation to their academic success.

SLTCDM explores the roots of career choice, detailing how the necessary educational and professional skills influence an individual's career selection (Michelle

& Krumboltz, 1996). This theory elucidates the formulation of career ambitions and highlights the decision-making process involved. Environmental circumstances and events, genetic endowment and unique talents, educational experiences and task approach skills are the four main components that influence how people approach their job selections, according to SLTCDM.

Krumboltz posits that *genetic predispositions and unique abilities* traits inherited at birth can predispose individuals toward certain career paths while restricting others. Each person is born with distinct attributes that make them more suited to certain occupations while being less effective in others. Race, gender, physical attributes, and congenital problems are among examples of these elements, and they may all have a big impact on educational prospects and job inclinations. A person's professional growth is significantly affected by their birth and upbringing.

Ideally, career development involves an individual cultivating a clear understanding of available opportunities and how they relate to those opportunities. Throughout this process, individuals gather information from their career development experiences and formulate their perceptions based on cognitive theories, along with feedback from their environment. This environmental input encompasses various conditions and events, as outlined by Michelle and Krumboltz, who identify twelve categories: job opportunities, social policies, compensation and benefits in particular professions, labor regulations, physical occurrences, natural resources, technological advancements, changes in social structures, educational resources, family education, neighboring influences, and social effect. Many of these events are beyond personal control and may be either planned or unanticipated.

The third and most crucial component of social learning theory is other people's *learning experiences*, which can be either instrumental or associational. In instrumental learning, a person's actions will either be rewarded or penalized, which will either cause the conduct to continue or stop. A strong stimulus is linked to a neutral stimulus in association learning. For instance, we discover that a frown indicates rejection while a grin indicates affirmation. Learning experiences ultimately result in professional actions, or career goals, which have a big impact on how much a person could like a certain kind of work.

The term 'task approach skills' refers to a person's acquired skill sets, including problem-solving capabilities, mental models, work habits, emotional reactions, and cognitive reactions. According to Krumboltz (1979, p. 2), Cognitive and behavioral elements that reflect the abilities an individual brings to a decision-making scenario (i.e., professional decision-making skills) are the outcome of interactions among hereditary, environmental, and learning factors. These most likely influence choices or outcomes and, thus, a personal's career development. According to this idea, the task approach skills are the outcome of the interaction between intrinsic talents, external factors, and learning experiences.

The interplay of four key factors can significantly influence decision-making regarding both personal and professional choices. Krumboltz and his colleagues highlight that the distinctiveness of each person's experiences contributes to specific elements that shape career selections. Their theory posits that these elements serve as motivators for pursuing various career paths. Furthermore, these four factors cooperate in intricate and unpredictable manners within each person, affecting their self-perception and worldview. Mitchell and Krumboltz argue that this interplay can

lead to accurate or erroneous beliefs, stereotypes, and generalizations about oneself, career opportunities, the job market, and society at large. The cumulative impact of these factors can prompt individuals to seek careers that align more closely with their personal aspirations. The career options available to a person are shaped by both external and internal influences that either support or hinder their choices, altering the range and nature of opportunities and the individual's reactions to them. Mwaura (2020) found that career aspirations have a positive result on academic attainment. In contrast, Arhin (2018) identified a statistically significant but weak correlation between career ambitions and research habits among distance learners at the University of Cape Coast in Ghana.

This research examines the association between learners' academic achievement and their career goals using the Social Learning Theory of Career Decision Making (SLTCDM), with a focus on LHI at special secondary schools in North-Eastern Nigeria. According to SLTCDM, career decisions are affected by the interplay of environmental conditions, genetic endowments, task approach skills, and educational experiences. For example, a learner excelling in science-related subjects may develop higher aspirations for science-related careers compared to a peer with lower grades in those subjects. Furthermore, the social and educational contexts in which learners are nurtured offer distinctive learning opportunities that shape their career aspirations.

Within the school environment, where teaching, learning, and assessment of academic abilities occur, these four factors collaboratively influence learners' career choices and, consequently, their academic success. The LHI in special schools might draw inspiration from various experiences, such as attending a music concert, reading

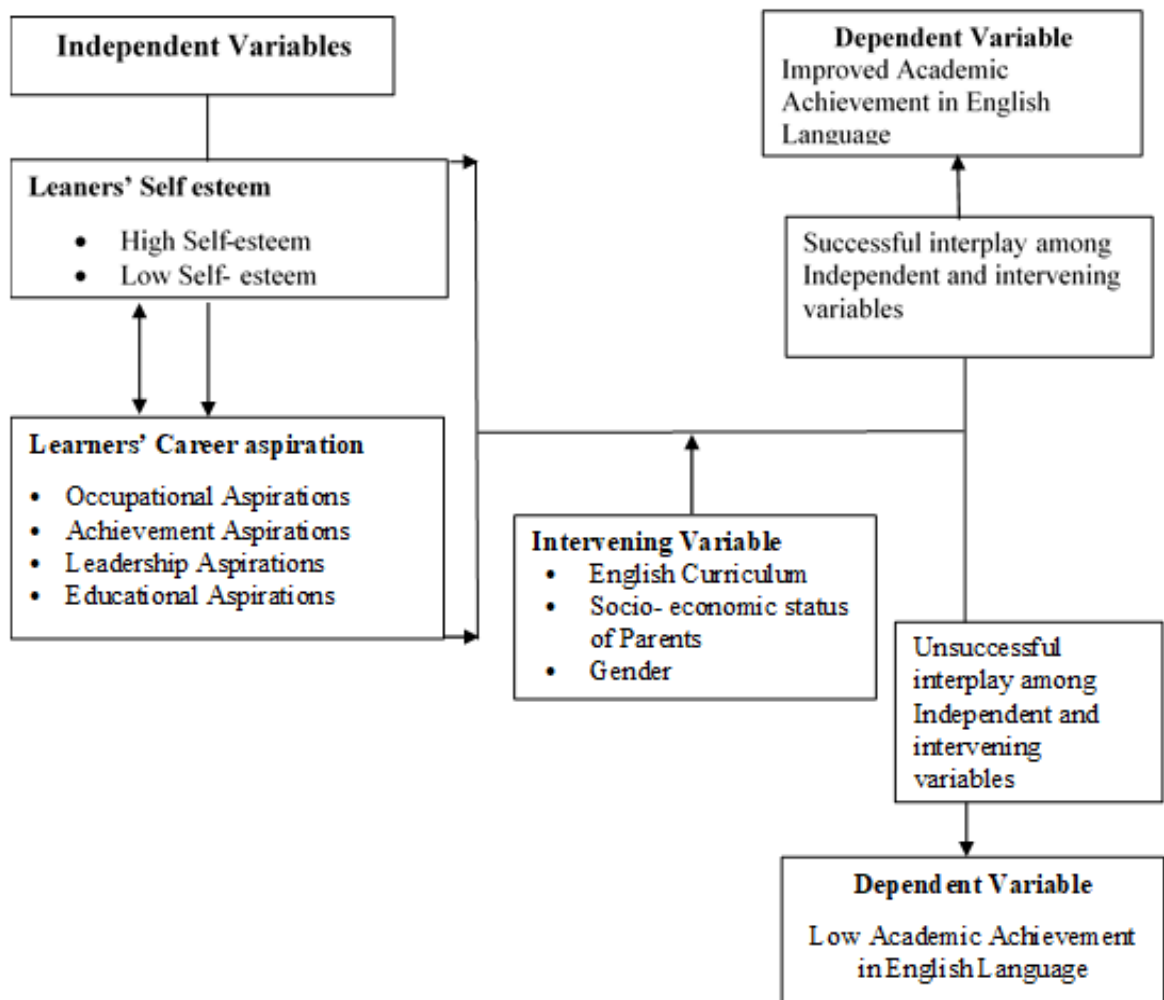
about scientific experiments, or observing skilled professionals. These experiences enable learners to form generalizations about their interests and abilities, which gradually shape their career aspirations.

In the same vein, learners in special schools observe, listen to, and read about others. For instance, attending a rock concert might inspire a student to excel in music and pursue a career as a rock singer. Similarly, reading about a science experiment could motivate a learner to excel in science-related subjects, aiming to become a chemist or biologist. Watching a carpenter at work might inspire a learner to appreciate woodworking, and excelling in technical subjects. Learners naturally gravitate towards activities that provide emotional, social, and financial benefits. Through continuous learning experiences, they form generalizations about their interests and abilities in various subjects, shaping their career aspirations. Over time, these tendencies guide them towards different career choices.

This study employs Michelle and Krumboltz's Social Learning Theory of Career Decision Making (SLTCDM) from 1996 to investigate how various factors interact and affect the academic achievement of LHI. Gaining insight into these relationships can reveal essential elements that contribute to their educational achievements. Consequently, this understanding can aid in formulating targeted approaches to enhance their academic and career growth. The SLTCDM paradigm is well-suited for this research since it offers a solid theoretical framework. It allows for an in-depth examination of how self-esteem and career aspirations affect the academic success of LHI.

### 1.10.2 Conceptual Framework

As seen in Figure 1, this research develops the conceptual framework and exhibits the relationships and exchanges between predictor and outcome variables. It also looks at how learners' academic success is affected by their sense of self and their career aspirations.



**Figure 1.1: Conceptual Framework of Variables in the Study**

**Source: Modified from Eccles and Wigfield, (2002)**

The conceptual framework illustrates the intricate relationships among numerous factors that affect the academic performance of LHI. The first independent variable, self-esteem, represents personal's overall assessment of their value and is

believed to have a direct effect on their academic attainment in the English language. When self-esteem is high, it can promote motivation, resilience, and a growth-oriented mindset, resulting in improved academic results. In contrast, low self-esteem may obstruct academic advancement by diminishing motivation and self-efficacy.

The second independent variable, career aspirations, such as occupational, academic, and leadership aspirations, also play a crucial role. Students can be strongly motivated to work harder and pursue academic success by having clear and ambitious professional objectives. On the other hand, a vague professional path may result in disinterest and poorer academic achievement.

The dependent variable in the study is academic achievement in English Language, which is the primary outcome that the researcher investigated. This variable represents the learners' overall academic success in English language tailored by their self-esteem and career aspirations.

The model further acknowledges the influence of an intervening variable: the parents' socio-economic status, English Language curriculum and gender. Socioeconomic factors like parental education and income, can ominously affect access to educational resources and opportunities, thereby influencing both self-esteem and career aspirations. Gender also plays a crucial role, as societal expectations and stereotypes can shape career aspirations and academic outcomes for both females and males.

This model highlights the intricate relationships between self-esteem, career aspirations, socio-economic status, gender, curriculum and academic achievement. Developing successful interventions to assist students' academic progress and personal development requires an understanding of these linkages. Stakeholders may

use this to offer solutions that can guide efforts to help learners with hearing impairments succeed academically.

### **1.11 Operational Definition of Terms**

**Academic Achievement:** This alludes to the SS II learners' grades in English Language MOCK conducted by education resource centres domiciled in North Eastern Nigeria (Aworì, Karugu, Mugo & Orodho, 2019).

**Career Aspirations:** Students' expressed preference for occupational, achievement, leadership and educational aspirations as measured in the Students' Career Aspirations Questionnaire (SCAQ) (Shaw et al., 2018).

**Self-Esteem:** Relates to learners' perceptions of their own value, confidence, and ability to succeed academically in special secondary schools. The self-esteem of learners' will be evaluated using the Learners' Self-Esteem Rosenberg Scale (LSRS) (Kling et al. 2019).

**Special Schools:** These are secondary schools in North Eastern Nigeria where LHI are educated by skilled personnel (Bunyasi, 2019).

**Learners with Hearing Impairment:** refers to learners with total or partial inability to hear sound. Symptoms may be mild, moderate, severe, or profound (Bage-John & Olaku, 2020).

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This part reviews the literature on the learners' self-esteem, career aspirations and academic attainment. The review was thoroughly done in that each of the studies reviewed, identified gaps that this study explored. The study also points out the relevance of each research reviewed to the current study.

##### **2.1.1 Students' self-esteem**

Self-esteem refers to personal's subjective emotional assessment of their own worth. It is a dynamic feature that is impacted by both achievements and setbacks, enabling comparisons between the ideal self (who one hopes to become) and the real self (who one is at the moment). This self-evaluation is a conscious decision reflecting one's attitude towards oneself. It includes beliefs about personal capabilities such as 'I am competent' and 'I am deserving' and encompasses various emotional states, including joy, sadness, pride, and shame (Orth & Robbins, 2017). Baumeister, Smart, and Boden (2016) noted self-esteem is the conviction that one can manage the basic difficulties of life and that one has the right to success and pleasure. Higher self-esteem is frequently linked to positive feelings, whereas lower self-esteem is linked to negative emotions.

According to Reasoner (2018), self-esteem comprises cognitive, behavioral, and affective components. The cognitive aspect involves an individual's conscious thoughts about themselves (explicit self-esteem), reflecting the gap between the ideal self and their perceived self-image. The emotional response to this discrepancy

represents the affective dimension, while behaviors such as resilience, decisiveness, assertiveness, and respect for others identify the behavioral aspect (Heckman, Stixrud, & Urzua, 2019; Reasoner, 2018). Çiftçi and Yıldız (2019) emphasize that personal life experiences play a crucial role in shaping self-esteem. Both positive and negative experiences, particularly during formative years, can lead to attitudes that foster a sense of self-worth or, conversely, diminish it.

As a construct in social psychology, self-esteem is notable for its significant role as a predictor of various outcomes, including academic success (Baumeister et al., 2016), happiness (Raboteg-Saric & Sakic, 2019), relationship satisfaction, and criminal behavior (Maldonado, Huang, Cheng & Cheng, 2018). Self-esteem is frequently seen by psychologists as a permanent personality attribute ('trait' self-esteem), while it may also fluctuate over time ('state' self-esteem). Social comparison plays a crucial role in shaping children's self-esteem, particularly in influencing their self-perception during adolescence, where peer relationships are significant (Maqsud, 2018). Furthermore, Marsh et al. (2019) suggest that factors such as test anxiety, environmental influences, self-consciousness, emotional states, career aspirations, parental backgrounds, and self-perception should all be taken into account when developing models related to academic attainment.

There are two different degrees of self-esteem: high and poor, according to Maldonado et al. (2018). People with low self-esteem frequently feel rejected, lack self-respect, and negatively judge themselves, whereas those with high self-esteem usually feel accepted and respected. Individuals with high self-esteem tend to possess a strong sense of self-efficacy, believing they can achieve their goals across various situations (Flores & O'Brien, 2019). Conversely, those with low self-esteem often feel

insecure, struggle to achieve their objectives, and display a fragmented sense of purpose. Eccles and Templeton (2018) describe low self-esteem as an indicator that a person may feel unprepared for life or have a negative self-image. This condition can lead to a negative cycle of failure characterized by low expectations, decreased effort, heightened anxiety, and poor performance.

Positive self-assessment is associated with promising future outcomes, whereas negative self-assessment can lead to pessimism, reinforced by results from two studies. A separate longitudinal study carried out in New Zealand showed that adolescents with low self-esteem frequently experience negative physical and mental health outcomes. Conversely, Shaw, Liang, and Krause (2018) found that adolescents with elevated self-esteem may be more susceptible to depression and future behavioral issues. Moreover, as per the Shaw et al. (2018), self-esteem significantly influences economic outcomes and is linked to students' career aspirations.

Furthermore, over time, academic performance and personal growth significantly increase for kids and teenagers with low self-esteem who take part in self-esteem enhancement programs (Shaw et al., 2018). The outcomes suggest that having a high social sense of self-worth might be a useful tool for teenagers, giving them coping mechanisms to use in trying situations and assisting them in reaching their developmental goals and making wise decisions for the future. These results might include better academic achievement and more ambitious job goals. Thus, programs designed to increase students' self-esteem may be crucial for promoting favourable developmental outcomes, especially for those who are reluctant to learn or behave badly in school.

Self-esteem is essential in the classroom because it affects children's and teenagers' psychological health, social association, and academic performance. (Skaalvik, 2017). It serves as a vital motivating factor for academic achievement (Kling, Hyde, Showers, & Buswell, 2019; Steinberg & Kathryn, 2017), and enhancing students' self-esteem can align with the academic objectives of schools, even if it isn't prioritized as an educational goal (Skaalvik, 2017). Furthermore, self-esteem acts as a mediator between achievement and ability; success may boost self-esteem even more, and higher self-esteem can result in better outcomes (Udonsa, 2020). As a result, children or individuals with low self-esteem often encounter difficulties in academic settings and other personal endeavors (Wagner, Gerstorf, & Luszcz, 2018).

In terms of social interactions, students with low self-esteem often face challenges in peer acceptance (Leka, 2018). Numerous research show that eating disorders, anxiety, and depression are among the kinds of child psychopathology that are associated with poor self-esteem (Timayi, Ibrahim & Sirajo, 2019; Steinberg & Kathryn, 2017). In essence, students' academic performance is greatly influenced by their sense of self-worth. Those with healthy self-esteem are often more driven to achieve higher academic accomplishment, which in turn can boost their self-esteem. People with low self-esteem may experience social or disciplinary issues similar to delinquent actions, whereas youngsters with strong self-esteem are more likely to behave responsibly and have higher expectations for themselves. Additionally, self-esteem can be affected by social surroundings and cultural standards, especially in a school setting where teacher expectations are significant.

To enhance academic performance, schools in various countries often group students by their academic abilities (Stromberg, 2018; Leka, 2018; Steinberg &

Kathryn, 2017; Strand & Winston, 2016). For instance, some public secondary schools implement Between Class Ability Grouping (BCAG), which organizes learners based on their previous academic records, keeping them in the same classroom for all subjects. BCAG is regarded as effective in maximizing academic achievement among top students (Leka, 2018). The research uncovered that learners in non-grouped classes typically achieve one year of progress on a grade-equivalent scale annually, while those in BCAG settings achieve 1.3 years. The positive effects of this practice extend across high, middle, and low-achieving groups in cross-grade programs. Moreover, Leka (2018) supports BCAG, asserting that it meets diverse student needs: it offers slower-paced instruction to low-performing students (LPS) and more challenging, accelerated lessons for high-performing students (HPS), allowing educators to tailor materials and support for each group. In this context, LPS often receive lower-quality instruction that covers less content and focuses excessively on classroom management tasks (Wagner et al., 2018).

Self-esteem shows a dynamic role in self-motivation and the pursuit of success. The study designates that realistic high self-esteem is essential for maintaining good mental health (Stromberg, 2018) and is critical for a child's development. Early experiences of kindness, love, and respect are crucial for fostering positive self-esteem (Timayi et al., 2019). The events children encounter during their formative years significantly influence their self-esteem. Learners who possess a strong sense of self-worth tend to exhibit better focus, lower absenteeism, and improved social interactions with peers (Strand & Winston, 2016).

Genetics, personality, life experiences, age, health, perceptions, social conditions, peer comparison, and feedback are some of the elements that might impact

person's sense of self-esteem. Researchers such as Kling et al. (2019) and Kaur and Sharma (2019) suggest a genetic component to self-esteem linked to oxytocin, often referred to as the love hormone. Certain variants of the OXTR gene responsible for producing the oxytocin receptor are linked with higher self-esteem levels (Timayi et al., 2019). Individuals with specific genetic predispositions may be more likely to exhibit qualities such as positivity, appreciation, and helpfulness (Ugwuanyi, 2018). Gender also influences self-esteem; for example, young girls tend to have lower self-esteem than boys, although researchers like Kiche (2018) and Khuwaid-ur-Rehman (2019) argue that these differences diminish with age.

Growing up in a family lacking basic needs or surrounded by psychologically distressed adults increases the risk of developing low self-esteem. Furthermore, Stromberg (2018) suggested that age, sex, disability, or racial discrimination can negatively impact self-esteem, particularly for children with physical disabilities or other challenges (Kling et al., 2019; Strand & Winston, 2016). Ultimately, the people one interacts with, the nature of their activities, and the feedback received can profoundly shape self-esteem. Usman (2020) noted that excessively high self-esteem may strain personal relationships, leading to a lack of empathy, while Marandi and Moghaddas (2019) highlighted that low self-esteem can adversely affect mental health. Thus, inadequate self-esteem may lead to depression, poor decision-making, and a general decline in well-being. Conversely, those with balanced self-esteem are more likely to engage in self-care and make choices that positively affect their lives, fostering a more optimistic outlook (Kiche, 2018).

Usman (2020) acknowledged that experiencing low self-esteem occasionally is a normal part of life, but consistent low self-esteem may lead to serious issues like

depression, feelings of despair, suicidal thoughts, mental health disorders, substance abuse, and reduced productivity. Healthy self-esteem is crucial for maintaining mental well-being, boosting self-confidence, and enjoying a fulfilling life (Ugwuanyi, 2020). There are various approaches to addressing and improving self-esteem issues (Kiche, 2018). Building self-esteem involves learning to accept oneself despite perceived shortcomings. Positive interactions and affirming words contribute to a child's growing self-esteem, reinforcing their belief in their ability to manage life effectively (Khuwaid-ur-Rehman, 2019).

### **2.1.2 Career Aspirations among Students**

Career aspiration are one of the positive result markers in vocational psychology (Fisher, Gushue, & Cerrone, 2018). Eccles (2017) defines aspiration as a solid desire or goal to reach a particular degree of accomplishment. According to Carlson, Brooklyn, and Adsworth (2018), achieving specific goals requires effective ambition, knowledge, and intelligence. Hassan (2019) characterized aspiration as a highly desired objective or goal, indicating that it serves as a means to reach such goals. While aspiration reflects a desire or hope for achievement, goals are the specific targets toward which a person directs their efforts. According to Knigge and Hannover (2018), goals are concrete, measurable targets, whereas aspirations serve as motivational factors driving individuals toward achieving those goals. Essentially, aspirations are more subjective, immeasurable, and intangible compared to goals; however, in this study, career aspirations will be assessed using a subjective method.

O'Brien (2019) alludes career aspirations as the extent to which individuals wish to attain specific roles as they progress in their careers, emphasizing the continual acquisition of knowledge in their field. This perspective on career

aspirations helps us gauge the potential achievements students hope to reach in their selected professions post-graduation and how these aspirations may evolve over time. Understanding career aspirations among students provides insight into their attitudes towards educational pursuits and enhances our comprehension of factors that facilitate their academic success. Identifying the career aspirations of young learners can deepen our understanding of how personal ambitions influence their unique educational journeys.

Assessing career aspirations has been a focus for numerous psychologists, educators, and advocates in human development. In order to include all important facets of professional decision-making, O'Berin's 1996 original professional Aspiration Scales (CAS) have undergone several adjustments. The CAS has undergone improvements in the US to strengthen its psychometric properties. In order to preserve the psychometric qualities of the original form, the CAS was revised in 2007 and split into two subscales: leadership ambitions and educational aspirations (O'Brien, Ganginis, & Yoo, 2018). However, the dependability of the educational ambitions scale was undermined by its poor internal consistency and limited evidence for its two-factor structure. Because of this, researchers had to update the scale by adding new items and reassessing the new instrument's factor structure (O'Brien et al., 2018). By 2012, the CAS had undergone additional development into a new version that featured a three-factor model that included ambitions for accomplishment, education, and leadership. According to O'Brien et al. (2018), the revised professional Aspirations Scale Revised (CASR) showed strong psychometric qualities, which made it suitable for evaluating the professional goals of students from a variety of backgrounds.

Throughout history, various studies have explored the determinants of career aspirations among young women, considering person traits, family dynamics, and social contexts. For instance, Kaur and Sharma (2019) investigated the factors influencing career aspirations in early adolescent girls. Daughters in the seventh and eighth grades, as well as their moms, participated in the poll; 96% of the sample was Caucasian. The results showed that the mother-daughter bond and the girls' agentic traits both had a favourable impact on the daughters' professional goals. Daughters in the seventh and eighth grades, as well as their moms, participated in the poll; 96% of the sample was Caucasian. The results showed that the mother-daughter bond and the girls' agentic traits both had a favourable impact on the daughters' professional goals.

Career aspirations also evolve over time. O'Brien (2019) studied the trajectory of career aspirations over five years among a sample of 207 young learners in Korea and the United States. Remarkably, the study found that learners tended to exhibit declines in their career aspirations, opting for more traditional and less prestigious professions than they had initially aimed for in their senior year of high school. The research concluded that a strong attachment to parents had a direct positive effect on learners' sureness in pursuing career-related activities, correlating with higher career aspirations. Thus, the study underscored the importance of understanding the developmental patterns and protective factors surrounding career aspirations to support young students in their career growth.

Flores and O'Brien (2019) explored the impact of contextual and social cognitive factors on career aspirations, in addition to individual and family influences. Their study, which involved 364 Mexican American adolescents, revealed a positive correlation between career aspirations and the level of acculturation. It was noted that

those Mexican adolescents with a stronger inclination toward Western culture displayed higher career aspirations. Additionally, the study indicated that attitudes related to gender roles could predict career aspirations, highlighting that students exploring non-conventional gender roles might demonstrate greater career orientation. These outcomes recommend that factors like cultural identity and gender role perspectives are significant in shaping students' career aspirations.

Strong motivation for a chosen career is a crucial element driving education and ongoing professional development (Zahid, 2017). The desire to attain specific career goals can enhance motivation, propelling individuals toward success in their careers. Various factors can influence career aspirations diversely, often influenced by gender differences (Rainey & Borders, 2018; Marandi & Moghaddas, 2019). The field of career aspiration research has expanded since the introduction of the Original Career Aspiration Scale by O'Brien in 1996 (as cited in Zahid, 2017), originally designed to assess women's career choices and later updated to include two subscales: Educational Aspiration, and Leadership and Achievement Aspiration (O'Brien, 2019).

Investigating career aspirations across different cultures and demographics has garnered significant attention (Zahid, 2017). Such research often considers factors related to gender, as well as the experiences of students and professionals in managerial and technical fields (Khuwaid-ur-Rehman, 2019). Individuals aiming for high leadership roles typically seek organizational support and training (Khuwaid-ur-Rehman, 2019). Moreover, community role models play a vital role in influencing the career aspirations of college students (Karendra, 2020). There have been documented differences between students' expectations of the job market and their career aspirations (Knigge & Hannover, 2017). Previous study has found major gender

variations in job goals among high school pupils across numerous occupations (Rainey & Borders, 2018; Tang, Pan, & Newmeyer, 2018).

A study by Khuwaid-ur-Rehman (2019) focusing on professional leaders in Pakistan indicated that women appeared more motivated than men when choosing their careers. This trend may also be applicable to other developing countries, including Nigeria, which shares similarities with Pakistan. Findings suggest that community service interests generally weigh more heavily than financial incentives or family pressures in determining career aspirations and choices, applicable to both white-collar and blue-collar jobs (Tang et al., 2018). There is still a large study deficit that particularly addresses the job objectives of secondary school students in underdeveloped nations like Nigeria, even though prior researches have looked at the career aspirations of professionals and learners across a variety of demographic categories.

People may have one or two secondary career goals in addition to their primary job desire, and this mix of aspirations will provide a better knowledge of individual professions, according to Fisher et al. (2018). By dividing Schein's career anchors into three main categories; talent-based, value-based and need-based, the researchers were able to identify three talent-based anchors general managerial competence, technical-functional competence, and entrepreneurial creativity that are focused on day-to-day work activities; four need-based anchors; stability, security, autonomy and lifestyle; that represent people who prioritize their professional decisions over their personal lives; and four anchors dedication to a cause and pure challenge that are linked to an individual's occupational or organizational identity.

Their findings also showed that these three main categories can predict future levels of career success.

Knigge and Hannover (2017) noted that choosing a vocation that aligns with one's beliefs, interests, and lifestyle choices is essential to effective career management. Furthermore, Flores and O'Brien (2019) proposed that managers embrace a boundary-less philosophy and a broader definition of career success in order to ensure that employees within an organisation remain true to their values and beliefs. This will give managers a better chance of managing employees' career development and accomplishing the organization's goal.

Similarly, Booth and Gerard (2019) pointed out that a person's unique job orientation determines how they evaluate career success. The research indicates that internal career elements that greatly influence job satisfaction, dedication, and employee retention within an association comprise career aspirations, personal values, individual perceptions, and constructive reactions to workplace experiences. In particular, their study of 78 professionals in the fields of engineering, research, and development showed a strong correlation between job discretion, job participation, and organisational commitment and management, pure challenge, and entrepreneurial orientations. Students' career goals depending on job categories have not been examined in the study, which is what this one aims to achieve. Career happiness was also favourably connected with lifestyle, service orientations, and geographic security. Thus, the aforementioned studies concluded that an individual's career aspirations were significant to an individual's career behaviours which in turn determined one's career success, supporting Schein's (1978) ideas that an individual's internal career

will determine their career decisions and choices, which will then lead to one's objective and subjective career success.

### **2.1.3 Concept of Academic Achievement**

Academic achievement is defined as the extent of success a learner achieves within formal education, typically gauged through evaluation methods such as report cards, exams, research projects, and various ratings, taking into account numerous contributing factors (Yusuf & Adigun, 2019). The National Policy on Education (FRN, 2013) categorizes secondary school achievement based on subjects, dividing them into core and elective categories. It represents the degree to which learners, educators, or institutions meet their educational objectives, both long-term and short-term. Besides the attainment of significant educational credentials like high school diplomas and bachelor's degrees, educational institutions often employ the Cumulative Grade Point Average (CGPA) as a gauge of academic success (Oviawe, 2019). Additionally, Effiom and Bassey (2018) noted that academic performance is typically evaluated through examinations or ongoing assessments throughout a designated academic period.

There is a lack of consensus on the most effective evaluation methods or which aspects such as procedural knowledge (skills) versus declarative knowledge (facts) hold the most significance. Furthermore, research has produced mixed findings regarding which individual characteristics most accurately predict a student's academic success. Scholars like Marsh et al. (2019) and Oyesiku (2019) highlight various factors, including test anxiety, environmental influences, self-esteem, emotional states, career aspirations, and parental background, as critical considerations in developing models of academic success. According to Maropamabi

(2018), schools are now evaluated based on their students' academic performances, where institutions with higher levels of student achievement earn better rankings. Similarly, teachers of high-achieving students are viewed as more qualified and experienced compared to those with students who perform at lower levels.

Individual differences, linked to variations in intelligence and personality, have long been identified as factors influencing academic achievement (Wentling, 2019). Students who exhibit higher intellectual capacities and greater conscientiousness tend to perform better academically. Recent meta-analyses conducted by Phillip, Davis, and Naglieri (2018) have further indicated that mental curiosity plays a significant role in academic success, alongside intelligence and conscientiousness. Furthermore, early academic success can pave the way for future achievements. Parents play a crucial role in their children's academic socialization by shaping attitudes, skills, and behaviors toward education (Sanusi, 2018). This socialization can be significantly affected by the socioeconomic status of parents and can enhance both career aspirations and academic outcomes (Okolocha & Onyeneke, 2018). Families with higher educational attainment tend to foster more enriching learning environments. Recent findings by Phillip et al. (2018) and Anyanwu and Emesi (2020) have underscored the strong impact of parental education on the cultivation of academic self-efficacy in adolescents, which subsequently affects their academic success. Research has shown that early childhood experiences are pivotal for developing language and social abilities, suggesting that readiness for school in these areas is essential for meeting academic standards (Sanusi, 2018).

There is growing evidence that physical activity may have an impact on academic attainment as well. Physical activity has been shown to increase neuronal

activity in the brain in studies by Effiom and Bassey (2018) and Okolocha and Onyeneke (2018). It has been discovered that exercise, in particular, enhances executive skills including working memory and attention span. Non-cognitive factors, characterized by Amri and Widada (2018) as a range of attitudes, behaviors, and strategies, also contribute to students' academic and career success. These include traits like self-efficacy, self-control, self-esteem, motivation, emotional intelligence, and overall readiness for learning. Yusuf and Adigun (2019) contend that while cognitive factors are often assessed through tests and quizzes, non-cognitive factors, despite being harder to measure, are gaining increasing recognition for their role in explaining learners' academic and professional outcomes.

## **2.2 Students' Self-esteem and Academic Achievement**

The research by Çiftçi and Yıldız (2019) is highly applicable to the existing research since it explores the association between learners' academic attainment and their self-esteem. Although the earlier study covered a wide range of countries, it did not specify the type of survey design utilized, whereas this research uses a correlational survey research design. Additionally, the reviewed research covered 76 countries worldwide, whereas this investigation will focus on Nigeria, specifically five of the six northeastern states. Lastly, this study will include students with hearing impairments, whereas the earlier study examined a non-hearing impaired. Moreover, while the previous research assessed academic achievement through Mathematics scores, this study will evaluate achievement in English Language. Data analysis in this research will employ Pearson correlation and multiple linear regression statistics, differing from the Q statistic used in the prior study. These aspects highlight the gaps that the present research aims to address.

Çiftçi and Yıldız (2019) investigated how academic achievement in 76 different nations was impacted by self-evaluation, or self-esteem. To assess the effect of self-evaluation on accomplishment, they performed a meta-analysis using information from the Trends in International Mathematics and Science Study (TIMSS). The research included a total sample of 1,028,567 people and 336 separate data sets from TIMSS for the years 2003, 2007, 2011, and 2015. The Q statistic was utilized to identify the importance of moderator variables, and the random effects model was utilized to compute the average effect size in order to evaluate the differences between means (Cohen). The findings showed that academic performance is moderately impacted by self-confidence. Notably, pupils' economic, cultural, and social capital becomes more comparable when both nations' and individual families' economic circumstances improve. These shared factors highlight the distinctions in students' characteristics, with self-confidence emerging as a crucial determinant in assessing students' achievements in recent years.

In Bengkulu City, Indonesia, Amri and Widada (2018) investigated the direct effects of three latent factors on mathematics comprehension abilities: self-efficacy, self-concept, and self-esteem. A total of 104 learners made up the sample size for their survey-based study. A mathematics comprehension exam and three questionnaires measuring self-concept, self-efficacy, and self-esteem were used in the study. The data were analysed using structural equation modelling and confirmatory factor analysis. The outcomes uncovered that self-concept had a favourable direct influence on mathematical knowledge, while self-efficacy and self-esteem did not directly improve comprehension abilities. To help children grasp mathematics better,

the authors advised educators, parents, and other stakeholders to concentrate on boosting learners' self-efficacy, self-concept, and self-esteem.

Amri and Widada (2018) investigated self-esteem, which is pertinent to this research. However, the existing research does not incorporate the variables of self-efficacy and self-concept that were previously analyzed. Instead, it introduces the variable of career aspirations, which was absent in the earlier study. Additionally, this research focuses on achievement in the English language rather than mathematics, as was the case in the prior study. The sample size used in the previous research is smaller compared to that of the existing research. Furthermore, the previous study was localized to a city, suggesting that the findings may not be as broadly applicable as those from the present study, which aims to encompass a wider range of states and a larger sample. In terms of statistical methods, this research will utilize multiple regression analysis and Pearson's correlation, differing from the Structural Equation Modeling and Confirmatory Factor Analysis employed in the previous research. Additionally, while the earlier research was done in Indonesia, the existing research will take place in Nigeria.

A study by Mekonnen, Elina, and Hannu (2018) examined the academic attainment and self-esteem of hearing, deaf, and hard-of-hearing pupils in Ethiopia as they moved from the first to the second cycle of primary school. The purpose of this study was to examine how hearing peers and deaf and hard-of-hearing (DHH) students adjusted to the transition from Grade 4 to Grade 5. With a sample of 103 learners, the research utilized a survey research approach to monitor academic success and self-concept across time. Three different educational environments; special schools, special courses, and mainstream schools were utilized to choose the

participants. The Self-Description Questionnaire was utilized by the researchers to gauge the students' perceptions of themselves (Marsh, 1990). Results showed that after moving to the mainstream setting in Grade 5, DHH children in special classrooms saw a drop in their academic performance and sense of self, whereas those who had stayed in a special school had steady improvements in these domains. On the other hand, after their transfer, hearing kids, DHH learners in special schools, and DHH learners in mainstream courses all showed increases in social self-esteem.

Although Mekonnen et al. (2018) explored self-esteem and educational success among deaf and hard-of-hearing learners, the current research narrows its focus to LHI in special secondary schools. Unlike the previous longitudinal survey, this new research employs a correlational survey design. Moreover, while the prior research did not specify the measures for academic achievement, the current study will assess student performance using grades in English Language. Additionally, while the former research was conducted in Ethiopia, this one will take place across five of the six North-Eastern states in Nigeria. The present research will utilize Pearson's correlation and multiple linear regression analysis as appropriate statistical methods related to the topic and hypotheses.

Awori et al. (2019) investigated academic achievement and self-esteem among females with hearing impairments in a few Kenyan secondary schools for the deaf. Based on the person-centred paradigm of Carl Rogers, this research utilized an ex post facto design. 53 girls from hearing-impaired female schools in Kenya's Central and Western provinces were involved in the sample. Questionnaires and interviews were used to gather data, and the Statistical Package for Social Sciences (SPSS) was utilized to analyze the results. Academic achievement was evaluated using school

ratings, while self-esteem levels were tested using the Rosenberg self-esteem scale. Utilizing Pearson's correlation, the hypotheses were tested. The individuals' academic achievement and self-esteem were shown to be somewhat positively correlated.

According to interviews, the current curriculum, which was seen as having little diversity and using a traditional exam format that did not take into account the particular difficulties faced by students with different disabilities, may be to blame for the poor academic attainment of girls with hearing impairments. As a result, it was suggested that the Ministry of Education work with the Kenya Institute of Curriculum Development to develop a more inclusive curriculum that is evaluated using a variety of approaches like sign language and observational techniques. Additionally, educators were encouraged to implement positive reinforcement strategies to enhance the self-esteem of LHI fostering their motivation for improved academic attainment.

The current research aligns with a previous survey done by Awori et al. (2019), which explored the association between academic attainment and self-esteem among learners with hearing difficulties. However, while the earlier investigation concentrated on female students, this study includes participants of both genders. Additionally, the previous study did not take into account career aspirations, a variable that is considered in the present research. This research will employ the Rosenberg Self-Esteem Scale, similar to previous research; however, it will not use interviews for data collection. In contrast to the earlier study, which utilized an ex post facto research design with Pearson's correlation, the present research adopts a correlational survey design. This approach allows for a more comprehensive analysis of the data, both individually and collectively, using Pearson's correlation and multiple linear regression techniques. Unlike the earlier research, which did not focus

on subject-specific academic achievement, this research will assess academic performance specifically in English language. Furthermore, different locations for conducting research can yield varying results, which is why this research is set in the North-eastern states of Nigeria to compare outcomes with those from the research done in Kenya.

Effiom and Bassey (2018) explored the linkage between academic achievement, test anxiety, and self-esteem among Nigerian secondary school students with hearing impairments in Cross River State. Two hypotheses and a survey research technique were used to accomplish the study's goals. A sample of 367 respondents was chosen using stratified random sampling. The Academic Achievement Test in English Language, Mathematics, and Social Studies as well as the Test Anxiety and Self-Esteem Questionnaire (TASEQ) were among the tools used to gather data. Utilising the split-half approach, the reliability of these instruments was evaluated; reliability values ranging from 0.83 to 0.94 were deemed suitable for the investigation. Pearson Product Moment Correlation and one-way ANOVA were utilized to analyse the data. It was suggested that efforts be made to maintain and improve students' self-esteem because the results showed that both test anxiety and self-esteem had a substantial effect on academic attainment.

The reviewed research, which was done in Nigeria and examined academic success and self-esteem among secondary students with hearing impairments, is comparable to the current study. In contrast to the previous research, which was restricted to one state, this one covers five of the six North-Eastern states in Nigeria, giving it a wider geographic coverage. While the earlier research examined the impact of test anxiety, the present study addresses career aspirations. Furthermore, although

the previous study measured academic achievement through scores in English Language, Mathematics, and Social Studies, this research will concentrate solely on English Language performance. While Pearson's correlation will also be used in the current research, multiple regression which offers a comprehensive analysis of the variables was not used in the previous study. Additionally, combining one-way ANOVA with Pearson's correlation may conflict with the chosen design and hypothesis statements. This study aims to resolve such issues by selecting a design that aligns well with the hypotheses and appropriate statistical methods.

### **2.3 Career Aspirations and Academic Achievement**

In Jangal Mahal, India, Pattanayak and Naik (2020) looked on how academic achievement was affected by learners' career growth, self-esteem, employment aspirations, and tribal barriers. The survey research design was utilized in the research. 400 ninth- and tenth-grade learners from various tribes were specifically chosen as a sample for the research. The sample's learners were between the ages of 13 and 16. Data was gathered using a standardised questionnaire, and descriptive statistics like percentage, mean, and standard deviation were utilized to analyse the results. According to the outcomes of the research, the desire to have a decent career after finishing school promotes excellent self-esteem among kids and influences their academic progress. However, the study discovered that the tribal barrier has a considerable impact on student career aspirations and academic achievement. Also, among learners with strong self-esteem, the most prevalent problem-solving strategy was roundtable conversations with concerned parties, but those with tribal tendencies used avoidance as a problem-solving method. Furthermore, the study found that gender role socialization, parental expectations, instructor views, and the gendered

professional landscape all have an impact on tribal students' aspirations. According to the study, in order for children to acquire good self-esteem, work objectives, and professional advancement, government agencies, parents, and educators must play a significant role in helping them overcome tribal inclination and hurdles.

The study reviewed (Pattanayak & Naik, 2020) examined students' job ambitions, career development, self-esteem and academic attainment. These variables are related to the ones considered in this study. In any case, this study focusses on students who have hearing impairments. Compared to the survey design utilised in the previous survey, the correlational survey research design, which was utilized in this inquiry, was more accurate. Like the previous study, this one will utilize a questionnaire to gather data. Though, the outcomes of the learners will be gathered using the English Language Pro forma and the Rosenberg self-esteem scale. The data will be analysed using multiple linear regression and Pearson's correlation, two inferential statistics. As a consequence, the results of this research will be legitimate and applicable to other researches. Moreover, the research reviewed was conducted in Jangal Mahal in India, while the current research will be done in North Eastern States in Nigeria.

Kaitlin et al. (2019) investigated whether self-esteem and career aspirations influence the performance of graduating business learners in Canada. The survey included 235 graduating business students from Canada's University of Guelph. The study used the financial situation of graduating university students to assess students' self-esteem. Path analysis was utilized to create the research's data. Self-esteem and academic attainment were revealed to be strongly correlated by the research. This illustrates that students are less likely to have time for studying the more debt they

have, and vice versa. Students who felt they could get employment and that the job market was advantageous seemed to have high self-esteem. The survey uncovered that learners who have a high GPA and, consequently, strong self-esteem are more likely to continue their education or enter the workforce than to take a break. Student social ties are essential factors in student performance and achievement.

While Kaitlin et al. (2019) investigated the self-esteem, career aspirations and performance of learners in Canada which is related to this study, it is however not the self-esteem, career aspirations and performance of LHI that was investigated. More so, survey design is of different types, however, the past researchers were not specific about the type used. This study brought this fact into the open by using the correlation survey research design. The sample size employed in this research is larger than that of Kaitlin et al. Pearson's correlation and multiple linear regression are comparable methods employed in this study, even though the path analysis utilized for data analyses in the prior research was pertinent to the investigation. While the research under evaluation involves students at the University of Guelph, this study involves pupils at the secondary school level. This demonstrates why the outcomes of the mock English test are suitable for this investigation, whereas the GPA was employed as an element of academic performance in the earlier study. Last but not least, this study will be carried out in five of Nigeria's six North Eastern states, whereas the prior research was done at the University of Guelph in Canada, which makes it impossible to generalise the results. This makes the result of this research easily generalizable.

Zahid (2017) explored the linkage between career aspirations and life satisfaction among final-year medical learners was examined, focusing on three subscales: leadership, achievement, and education. This cross-sectional research

included 88 participants from a medical college in Rawalpindi, Pakistan, evenly split between male and female students. Researchers utilized a 5-item Satisfaction with Life Scale (SWLS) and a 24-item updated English version of the Career Aspiration Scale (CAS) to collect data. The findings showed that life happiness and total job goals were significantly positively correlated, especially when considering the educational subscale. Nevertheless, there was no discernible relationship between life happiness and the leadership and accomplishment subscales. According to the research, medical students who are more dedicated to their professional aspirations typically report better levels of life happiness. Additionally, these students showed little tendency towards success or leadership positions, despite their strong desire to pursue higher education. This emphasises the necessity of mentorship programs to help medical students acquire these vital abilities. Implementing practical measures to bolster both achievement and leadership qualities could ultimately enhance their career aspirations.

From the study presented (Zahid, 2017), the independent variable of career aspirations is related to this study. More so, the subscales of career aspirations, which are leadership, achievement, and education are also relevant to this work. Regardless, the dependent variables in both studies do not match. While the study reviewed used life satisfaction as a dependent variable, the present study adopts academic achievement in English language as a dependent variable. The sample used in both studies also varies, with the current research having a larger sample size. Unlike the previous study that was conducted in medical college, this research will be done using LHI in special secondary schools. Also, this research uses a correlational statistical tool like the previous research, but the current research will be done in Nigeria as

against the previous research done in Pakistan. These gaps could produce some interesting results that were not recorded in the literature before. Therefore, this study aims at exploring those gaps.

Manika and Ajay (2020) examined the connection between occupational aspirations and academic performance among higher secondary school learners in the West Tripura District of Tripura, India. They employed a descriptive survey method to conduct a comprehensive study that focused on gender differences. The research sample comprised 200 higher secondary school students. Statistical techniques, involving mean, standard deviation, t-value calculations, and Pearson's product moment correlation ( $r$ ), were utilized for data analysis. The results showed a strong correlation between learners' academic attainment and their career goals. Additionally, the survey showed no discernible gender disparities in academic achievement or career goals. The research's consequences offer significant insights for the field of educational psychology and may help encourage proactive occupational ambitions among students in higher secondary school, a crucial time for career and educational decision-making.

The study by Manika and Ajay (2020) centred on one variable of career aspirations occupational aspiration. This study is extensive because it covers other components of career aspirations like leadership, educational and achievement aspirations. While academic accomplishment in the reviewed research is not subject-specific, it is dependent on English language proficiency in the current study. The existing research also takes into account students who have hearing impairments, who were not involved in the survey's sample. The existing research does not include gender, a variable in the reviewed study. The present investigation will use Pearson's

correlation in accordance with the outcomes of the reviewed study. In addition, it will utilize multiple regression analysis to offer a comprehensive overview of the examined variables, thereby facilitating more robust conclusions. While the prior study was limited to a single state in India, this research will span five states in North Eastern Nigeria. This broader scope will enhance the generalizability of the results compared to those of the previous research.

#### **2.4 Effect of Self-esteem and Career Aspirations on Academic Achievement**

Booth and Nolan (2020) examined the self-esteem, career aspirations, and academic accomplishments of adolescent learners in England and the United States. To explore the similarities and differences in academic attainment and self-esteem among teenagers, they employed a concurrent mixed-methods design. The study included participants from four schools in Cleveland, Ohio, and three schools in Manchester, England, chosen based on their geographical locations. A total of 258 learners, comprising 129 females and 129 males, participated, with 103 drawn from the United States and 155 from England. The researchers analyzed the data using one-way ANOVA and Pearson Product Moment Correlation (PPMC). A t-test was employed to assess how cultural factors, differentiated by gender, might influence self-esteem, while correlation techniques were utilized to explore the association between academic attainment and self-concept. Academic achievement, career goals, and self-esteem were assessed using the Rough Set Exploration System (RSES) prior to the administration of standardised tests. The results showed a strong correlation between self-esteem, professional goals, and academic success. Furthermore, there was a correlation between learners' academic attainment and their perception of themselves.

In contrast to research by Booth and Nolan (2020) study, the current research focuses on adolescents with hearing impairments, rather than the general adolescent population. The existing research also utilizes the Learners' Career Aspiration Questionnaire (LCAQ), Rosenberg Self-esteem Scale (RSS), and an English Language Pro forma for data collection related to self-esteem and academic attainment in English, whereas the previous research used the Rough Set Exploration System (RSES). Additionally, this study is conducted in the North Eastern states of Nigeria, distinct from the settings of the previous study in England and the United States. Additionally, the existing research will employ a correlational survey research methodology rather than Booth and Nolan's mixed-methods approach. Unlike the t-test, ANOVA, and Pearson's correlation procedures used in the previous survey, this research will use multiple linear regression and Pearson's correlation for data analysis.

In a research study at G.C. University Faisalabad, Pakistan, Arshad, Zaidi, and Mahmood (2019) explored the association between self-esteem, career aspirations, and academic success among learners. The researchers employed a cross-sectional survey design, guided by three objectives and corresponding hypotheses. They selected a purposive sample of 80 learners for the research. Data gathering was done using the Rough Exploration System (RSES) and the Academic Achievement Rating Scale (AARS). The t-Test and Pearson's Product Moment Correlation (PPMC) were utilized to examine the data. The outcomes revealed a relationship between learners' academic achievement, job goals, and self-esteem. Furthermore, a significant gender gap favouring male students was discovered in self-perception and academic performance. The writers came to the conclusion that many of the activities at G.C. University Faisalabad are technical, which raises male students' self-esteem and

career goals. This suggests that these variables have a favourable effect on their academic attainment.

Despite the similarities in focus on self-esteem, career aspirations, and academic success, the context of the studies differs; while the former was done in Pakistan, the existing research will take place in the North-Eastern states of Nigeria, focusing on learners with hearing impairments. Both studies utilized Pearson's correlation for data analysis; however, the earlier study did not incorporate multiple linear regression. The Rosenberg Self-Esteem Scale is a distinct but related tool that will be utilised in this survey to measure self-esteem, even though the RSES was employed in the earlier research. Furthermore, gender will not be a variable in the current study. These differences show how the current study differs from the reviewed one in its contributions.

Booth and Gerard (2019) explored the linkage between learners' job goals, self-esteem, and academic attainment in the US and the UK. Structural Equation Models (SEM) were used in this research's ex-post facto design to analyse data from accepted theories and frameworks. The outcomes showed that learners' academic attainment was strongly affected by their level of self-esteem. The study remarked that academic accomplishment is affected by self-esteem, which is affected by past academic success, and that the school condition plays a supporting role in this process. In predicting academic success and self-esteem, the survey emphasised the importance of psychological elements such as cognition, beliefs, attitudes, and behaviours. These factors interact in ways that affect students' self-esteem and achievement.

The focus on academic attainment, self-esteem, and career aspirations explored by Booth and Gerard (2019) aligns with the objectives of the current study. While their research utilized Structural Equation Models to investigate relationships, this study will apply Pearson's correlation and multiple linear regression to analyze these connections. Unlike the earlier ex-post facto research, this investigation will adopt a correlational approach, and while Booth and Gerard conducted their study in the UK and the US, this research will take place in Nigeria, thereby addressing significant contextual gaps.

Burton and Parks (2018) investigated how self-esteem, age, gender, and career aspirations impact the academic attainment of college learners in the UK. SEM was utilized to explore the associations between age, gender, self-esteem, and career goals. The study purposefully selected 325 students from five UK institutions and collected data using a standardised questionnaire. According to their research, younger girls often had lower levels of self-esteem than boys. Furthermore, the survey uncovered that regardless of gender, job goals might boost self-esteem and have a good impact on academic attainment. The authors concluded that age, gender, and self-esteem collectively impact students' academic outcomes, recommending mentoring programs among college faculty to foster healthy development and attitudes that promote positive self-esteem and elevated career aspirations.

The survey done by Burton and Parks (2018) emphasizes the significance of aspects like self-esteem, age, gender, and career aspirations in understanding learners' academic performance. However, this research narrows its focus to just self-esteem and career aspirations to provide a clearer analysis of how these two variables impact students' academic success. Unlike the previous study, which employed Structural

Equation Modeling for data analysis, the current research will utilize Pearson's correlation and multiple regression techniques. Furthermore, this study specifically examines academic achievement in the context of the English language among special secondary school students in North Eastern Nigeria.

In a separate study, Anne (2018) explored the educational and occupational aspirations of African youth living in the Midwest regions of the United States, namely Illinois, Indiana, Iowa, and Kansas. This case study highlights the experiences of a small group of high school learners from Northern Sudan residing in a small Midwestern city. The Sudanese refugee students had high expectations for their education and professions; all of them wanted a college degree, and many of them wanted to work in engineering, dentistry, medicine, or law. Their academic success bolstered their aspirations. Notably, despite their present low socioeconomic level (SES), nearly all participants come from households with a strong educational foundation. Their minority identity and socioeconomic background did not seem to have a negative effect on their academic attainment or goals. The results indicated that high educational expectations and the reinforcement of cultural duties are greatly aided by strong social support from classmates, parents, mentors, instructors, and their larger community.

The review of Anne (2018) study reveals that it focused solely on educational and occupational aspirations to account for students' academic achievement. In contrast, the current research expands on this by including additional sub-variables related to career aspirations, such as leadership and achievement aspirations, as well as self-esteem, to assess their effects on learners' success in English Language at special secondary schools. Additionally, this research promotes inclusivity by

focusing on learners with hearing impairments. The geographical contexts of the two studies differ significantly; this research will be done in North Eastern Nigeria, while Anne's research was based in the United States. The outcomes of the current study may diverge from those described in the reviewed research due to these contextual differences and the distinct sample populations involved.

Agu (2017) conducted research on the connections between patterns of career inspiration and academic attainment among learners in Enugu State, Nigeria. The research encompassed all four educational zones in Enugu and utilized a survey design, employing a structured questionnaire for data gathering. A random sample of 459 senior secondary students was selected from these zones. The research utilized the Pearson Product Moment Correlation (PPMC) coefficient to analyse the data. The outcomes uncovered a strong correlation between learners' career inspiration patterns and their academic achievements. Furthermore, the study emphasized the critical role of motivation in inspiration, noting that various motivational factors are closely associated with effective classroom learning and overall achievement. Agu concluded that in order to enhance student performance, teachers, parents, and school authorities should actively encourage students to establish individual career aspirations. Recommendations included providing consistent encouragement for students to develop these aspirations and establishing guidance and counseling units within schools to support the psychological well-being of each student to improve their performance.

Agu (2017) explore the association between academic attainment and career goals among Enugu secondary school learners. By exploring the association between students' academic achievement, career goals, and self-esteem, the existing research

seeks to expand this viewpoint. Furthermore, LHI will be the primary focus of this study. Research in this area is limited, as many scholars overlook the limitations encountered by learners with disabilities in Nigeria. Although Agu's study utilized PPMC for data analysis, the present study will employ multiple regression analysis to assess the predictive effect of self-esteem and career aspiration comprehensively.

Bage-John and Olaku (2020) explored the social self-esteem of hearing-impaired students in Bassa, Plateau State. They noted that learners with hearing loss encounter numerous obstacles that hinder their development of a positive self-concept. Interestingly, the study found that, despite their hearing difficulties, these students maintained a strong social self-concept within an inclusive educational environment. Similar, Awori et al. (2010) suggested a number of tactics in a research on the connection between academic success and self-esteem among females with HI attending secondary schools for the deaf in Kenya. These included the intentional use of positive reinforcement by teachers, the establishment of active collaborations among principals and stakeholders, and governmental adjustments to the curriculum by the Kenyan National Examination Council to emphasize practical assessments and facilitate the employment of sign language interpreters. Awori et al. (2010) suggested a number of tactics in a research that looked at the association between academic success and self-esteem among female LHI at secondary schools for the deaf in Kenya. The study in this area could help raise awareness among the Nigerian government, encouraging them to prioritize and create supportive environments for students with disabilities.

## **2.5 Summary of Literature Reviewed and Gap Identification**

The literature evaluation centres on the relationships among learners' academic achievement, career goals, and self-esteem. The research' findings indicate that professional goals and self-esteem have a big effect on learners' academic attainment in classrooms. The results, however, offer conflicting opinions on how these elements relate to academic success. While some researches show that academic attainment, job goals, and self-esteem are positively associated, (Ugwuanyi et al., 2020; Booth & Nolan, 2020), other studies have identified a negative correlation (Mekonnen et al., 2018). Additionally, some scholars, such as Anne (2018), found no significant correlation among these variables. These conflicting results highlight the inconclusiveness of current research and underscore the need for this study to further investigate these relationships.

Furthermore, the literature analysis highlights a dearth of studies addressing the difficulties encountered by LHI, especially in Nigeria and other international settings. Academic research has often ignored the requirements of students with hearing problems. By investigating the academic achievement, professional goals, and self-esteem of LHI in Nigeria, this study aims to close that gap. In terms of scope, many previous studies have been limited to just one or two states. In contrast, this research encompasses participants from five of the six North Eastern states in Nigeria: Adamawa, Taraba, Bauchi, Gombe and Yobe, thus broadening the geographical scope of the findings.

The existing literature reveals several significant knowledge gaps that this current study intends to address. A major gap pertains to the context and scope of previous research. Although earlier researches have been done in various nations and

regions, including Ethiopia, Kenya, Indonesia, and Nigeria, this study specifically targets learners with hearing impairments in the North-Eastern states of Nigeria. This specific regional focus offers a unique backdrop for the investigation, given that educational and sociocultural dynamics can differ markedly from other areas.

Another crucial gap is the thorough exploration of related variables. Many past studies have concentrated primarily on the link between self-esteem and academic attainment. This survey will broaden that perspective by also examining career aspirations as an independent factor. A deeper understanding of the aspects affecting the academic attainment of LHI can be achieved by examining a broader array of independent variables and their impact on the dependent variable of academic success. Furthermore, this study will emphasize subject-specific academic achievement, particularly in the English Language, which holds particular importance for students with hearing impairments. In contrast, previous studies have typically focused on general academic performance or have analyzed specific subjects like Mathematics, which may not sufficiently address the distinctive challenges encountered by this population.

In terms of the statistical methods, this study will utilize Pearson's correlation and multiple linear regression, as these techniques are better aligned with the research inquiries and hypotheses. Previous study has often employed methods like Confirmatory Factor Analysis and Structural Equation Modeling which may not be as relevant to the aims of this research. This research intends to gather a larger and more representative sample from the North-Eastern states of Nigeria, thereby improving the generalizability of the results. In contrast, earlier studies had varying sample sizes, with some being quite small, which limited the broader applicability of their findings.

Additionally, the selection of statistical methods is crucial for drawing accurate conclusions. As per the study, most researches focused on analysing the correlations between variables; none investigated the ability of independent factors to predict the dependent variable. To obtain more reliable results, this research will utilize multiple regression analysis to assess the predictive effect of academic accomplishment, professional goals, and self-esteem. Notably, there appears to be no existing research in Nigeria that encompasses a similar scope across five states, making this study particularly significant. As inclusive education gains prominence globally, research of this nature is essential to attract the attention of both Federal and State governments regarding the education of learners with disabilities.

This research intends to close these gaps and improve knowledge of the elements influencing the academic performance of LHI in North-Eastern Nigeria. The knowledge acquired can help guide treatments and policies that promote this group's educational accomplishments, which are essential to their general growth and social integration.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the methodology utilized in the research, organized according to the following subsections: research design, study area, study population, sample and sampling method, data gathering instruments, instrument validation, instrument reliability, data gathering procedures, and data analysis. Ethical considerations are addressed at the conclusion of the chapter.

#### **3.2 Research Design**

A correlational survey research design was utilized this research. The goal of this kind of design is to determine the link between two or more variables. To find out if there is a link between two or more measurable variables, the correlational study approach entails progressively gathering data. This design is designed to investigate co-variance, or the relationship between changes in one or more variables and changes in another variable or variables. The direction, degree, amplitude, and strength of the correlations or relationships are all examined using correlation (Burns & Grove, 2005). According to Bless and Higson-Smith (quoted in Akpo, 2012), the goal of correlational research is frequently to find a link between or among variables that might serve as the foundation for causation. It was determined that the correlational design was the most suitable for examining the study's goals. This is because the correlations and predictive value of academic success, career goals, and self-esteem of LHI across special secondary schools in North Eastern Nigeria were established using a correlational study approach.

### **3.3 Variables**

#### **3.3.1 Independent Variables**

Self-esteem and career aspirations were the study's independent variables. A 5-point Likert scale was used to evaluate the learners' self-esteem and career aspirations on an ordinal scale. Strongly Agreed (SA) was coded as 5, and Strongly Disagreed (SD) was coded as 1.

#### **3.3.2 Dependent Variable**

The dependent variable was the learners' MOCK English Language results for the year 2020. To ensure uniformity in the scale for the independent and dependent variable, the learners lettered grades in English Language were also scored on a 5-point Likert scale of A grade with 5 points, B2 – B3 grades with 4 points, C4 – C6 grades with 3 points, D7 – P8 grades with 2 points and F9 grade with 1 point.

### **3.4 Study Locale**

Covering an area of 402,159 square kilometers, North-Eastern Nigeria lies between latitudes 7°N and 13.5°N, and longitudes 8.5°E and 14.25°E. As illustrated in Figure 3.3, this region accounts for approximately 24.5% of Nigeria's overall landmass. It includes six states: Adamawa, Gombe, Bauchi, Yobe, Maiduguri, and Taraba. Nigeria's north-eastern region shares international boundaries with Cameroon in the east, Chad in the northeast, and the Republic of Niger in the north. The population of North-Eastern Nigeria is 26,263,866 people. There are 12,344,017 males and 13,919,849 females, with a population density of 75 people per square kilometre. The region is home to a diverse range of ethnic groups that live in distinct communities and speak a variety of languages and dialects. English is still the official

language, but Fulfulde, Hausa, and other ethnic languages are spoken in the region (National Population Commission, 2019).

Northeast Nigeria is a region experiencing significant educational challenges that directly impact the self-esteem, career aspirations, and academic attainment of LHI. The Demographic and Health Survey (DHS) Education Data survey in 2011 uncovered a troubling picture of education, particularly in the Northeast (Oladunjoye & Omemu, 2013). The persistent activities of the Boko Haram insurgency have exacerbated these challenges, leading to the destruction of educational facilities and a high dropout rate among school-age children. As noted by Oladunjoye and Omemu (2013), education in this region has been severely affected by Boko Haram activities, disrupting the educational system and access to quality education.

Additionally, more people with disabilities like hearing impairments, are begging on the streets as a result of the insurgency's aftermath (Yakubu, 2012). This circumstance emphasises how vital it is to address school-age children's educational rights, especially those of those with impairments. Rebuilding the self-esteem and career goals of learners with hearing impairments requires an inclusive learning environment that allows them to reach their maximum academic potential.

In this area, students with hearing impairments encounter particular difficulties that may have a detrimental effect on their self-worth and professional goals. The lack of access to appropriate educational facilities and resources can diminish their confidence in their academic capabilities, leading to lower self-esteem. This, in turn, can impact their academic performance and limit their career aspirations. Addressing these issues requires targeted educational interventions that support the development

of self-esteem and career aspirations among these learners, ultimately improving their academic achievement.

This research aimed to examine the self-esteem, career aspirations, and academic achievements of LHI in Northeast Nigeria, highlighting the specific factors that affect their educational outcomes. Gaining insight into these relationships is crucial for devising strategies that foster both the academic and personal development of these students. Additionally, by emphasizing the urgent need for inclusive education in this area, the research can guide policy-making and urge both Federal and State governments to prioritize the education of students with disabilities. Furthermore, focusing on the educational challenges in Northeast Nigeria is vital due to the significant disparities faced by learners with hearing impairments. By studying the relationships between self-esteem, job goals, and academic attainment, this project intends to give significant insights that can help decrease the educational divide and enhance inclusive education for all learners in the region.

### **3.5 Target Population**

All 1,169 HI students in Senior Secondary Two (SS II) in the five public special schools in North-Eastern Nigeria make up the study's population. The only educational institutions in North-Eastern Nigeria that provide accommodations for students with disabilities are these five public special schools. As a result, the study took into account every special secondary school in the area. More so, the SS II learners were chosen on the basis that they are considered a relatively stable class and must have spent more than one year in senior secondary school, which gave them a better foundation in terms of knowledge and skills in assessing their career aspirations, self-esteem, and academic achievement among learners with HI.

Moreover, the academic achievement of learners utilized as a dependent variable of the research comes from the MOCK examinations that were only taken by SS II students. Hence the SS II learners are central to this study. Table 1 displays the population of learners in each of the schools utilized for the research.

**Table 3.1: Population of students in Special Senior Secondary Schools in North East Nigeria**

S/No.	School	Number of students (population)
1.	School A	345
2.	School B	298
3.	School C	269
4.	School D	257
	<b>Total</b>	<b>1,169</b>

### 3.6 Sample Techniques and Sample Size

#### 3.6.1 Sample Techniques

The multistage sample approach was the sampling method used in this investigation. In the initial phase, the North-Eastern area was chosen from among Nigeria's six regions using the cluster sampling approach. In the second phase, four of Nigeria's six North-Eastern states were chosen using the purposive sampling approach. Following the sampling process, the states of Adamawa, Bauchi, Gombe, and Taraba were chosen. Since these four states are the only ones having special secondary schools the subject of this study their selection was based on this fact. While Yobe State has a functional special school, it is not purposively selected because it was used for pilot study. On the other hand, Borno state was left out of the

selection process because the insurgents' activities have led to the closure of the special school there, with the learners spread across the special schools in the five selected states. Purposive sampling was utilized to select the secondary schools that would participate in the third stage of the investigation. Since the concentration was only on special schools for pupils with disabilities, especially those with hearing difficulties, this strategy was required. Consequently, only one such secondary school was identified in each of the selected states. For the fourth stage, the SS II class was specifically chosen for the analysis by means of the purposive sampling. This decision was based on the importance of the MOCK examinations taken by SS II students, which serve as a measure of academic success for this research. Finally, in the last stage of the sampling process, a proportionate stratified sampling technique was utilized to select students with hearing impairments from the SS II class.

### **3.6.2 Sample Size**

The sample size for this research was examined by the Cochran formula from 1977 (refer to Appendix VI). A total of 351 students with hearing impairments in Senior Secondary Two (SS II) from four specialized schools in North-Eastern Nigeria were included in the study.

**Table 3.2: Sample Size**

S/No.	School	Number of students (population)	Sample size (30% of each population)
1.	School A	345	104
2.	School B	298	89
3.	School C	269	81
4.	School D	257	77
	<b>Total</b>	<b>1,169</b>	<b>351</b>

Source: Field Work (2022)

The proportional stratified sample approach was used to choose the students with hearing impairments, as was previously mentioned in the sampling procedure. According to Akogun (2000), proportionate stratified sampling guarantees that each population segment (stratum) is recognised and its percentage of the population is ascertained. The probability of choosing a unit from each stratum when proportional stratified sampling is employed represents the size of each stratum in relation to the total population. Following the determination of the sample size, respondents were chosen through the balloting procedure using simple random sampling. The population of students with hearing impairment are classified into five strata of Schools A, B, C and D with 345 (198 male, 147 female), 298 (191 male, 107 female), 269 (140 male, 129 female), and 257 (123 male, 134 female) (total = 1, 169) learners. Given the sample size of 351, 30% of SS II learners from each population size (stratum) were selected proportional to the population. That is, 30% of 345 (104), 298 (89), 269 (81), and 257 (77), respondents were selected to give the overall sample size of 353. According to Best and Khan (2004), a sample size should not be less than 30

per cent of the total population. Moreover, 351 is 30 per cent of the total learners' population (Mugenda & Mugenda, 2003)

### 3.7 Research Instruments

The instruments for this research were classified into three:

- i. Learners' Self-esteem Rosenberg Scale (LSRS)
- ii. Learners' Career Aspiration Questionnaire (LCAQ),
- iii. An English Language Pro forma

**Learners' Self-esteem Rosenberg Scale (LSRS):** This is an adapted version of the Rosenberg Self-Esteem Scale (RSES), which is one of the most popular scales for measuring self-esteem. The LSRS instrument was broken into two portions A and B. Section A includes students' demographic data such as gender, while Section B include 16 items probing the students' self-esteem level. The items on learners' self-esteem were based on five points modified Likert scale with very low level (VLL):1, low level (LL): 2, moderate level (ML):3, high level (HL): 4 and very high level (VL): 5. The LSRS instrument was designed to elicit data from learners who are deaf or hard of hearing.

**Learners' Career Aspirations Questionnaire (LCAQ):** The Learners' Career Aspirations Questionnaire (SCAQ) had 26 items adapted from Muthee (2010). These items were regrouped into two Sections; A and B. Section A has 9 items which measure the students' occupational aspirations while Section B with 17 items measures the students' achievement, leadership and educational aspirations. Strongly Agreed (SA): 5 to Strongly Disagreed (SD): 1 was the five-point Likert scale utilized to arrange the 26 questions. The negative items were coded in reverse.

In the aspect of collecting data using a questionnaire, the researcher chooses to use the Likert scale of 5 points because this scaling method is suitable for measuring each respondent's opinion in a controlled and continuous (ordinal) manner (Cohen, Manion, & Morrison, 2000) about their self-esteem and career aspirations. The respondents were required to mark the value between 1 to 5 according to the response mode that had been set as Strongly Agreed to Strongly Disagreed.

**An English Language Pro forma:** The instrument was a form designed to collect students' documented records. The pro forma was designed to collect SS II students' lettered grades in English Language in MOCK qualifying examinations conducted by Education Resource Centres in North Eastern Nigeria. These lettered grades were converted to scores in line with the five-point Likert scale adopted in the study. Thus, A grade was assigned the score of 5, B2 – B3 grades: 4; C4 – C6 grades: 3; D7 – P8 grades: 2, and F9 grades: 1.

### **3.8 Conducting the Pilot Study**

Prior to the actual data gathering, which was not a component of the research itself, a pilot study was done at one special secondary school in northeastern Nigeria. The research included forty hearing-impaired SSII students from the pilot school. This pilot study's objective was to assess the reliability and validity of the following tools:

#### **3.8.1 Validity**

Experts from Kenyatta University's Department of Early Childhood Care and Special Needs Education examined the face and content validity of two of the study's instruments, the Learners' Career Aspiration Questionnaire (LCAQ) and the Learners' Self-esteem Rosenberg Scale (LSRS). The validators assessed the questionnaires in

terms of clarity of expression, relevance of the items, appropriate use of language and relevance of instruments to the study. The instrument underwent rigorous validation procedures. Based on expert feedback, certain items were rephrased to more accurately capture the study's variables, while others were deemed inappropriate and subsequently removed. These revisions were implemented to guarantee the instrument's validity and eventual reliability.

### **3.8.2 Reliability**

The researcher carried out a trial test in one special school in North Eastern Nigeria. The chosen schools were not included in the primary research. Thus, 40 students with hearing impairments from a special secondary school in North-Eastern Nigeria took part in the LSRS and LCAQ instruments' trial testing. The data obtained from the trial test of the instruments were subjected to Cronbach Alpha's internal consistency test. The reliability coefficients obtained were 0.81 and 0.85 for the LSRS and LCAQ instruments respectively. These reliability coefficients were considered adequate for the research as recommended by Mugenda and Mugenda (2003).

### **3.9 Data Collection Techniques**

A research permit was acquired from the Kenyatta University. Thereafter, the offices of the Permanent Secretaries of States' Ministry of Education in the North Eastern Region of Nigeria were notified before the start of the research. The procedure for the data collection is discussed in two steps:

**STEP I:** Upon receiving approval from both Kenyatta University and the Permanent Secretaries of the State Ministry of Education in the North Eastern Region of Nigeria, the researcher recruited seven research assistants, plus the researcher, to make a total of eight. Two days of training were provided on the administration and

collecting of data from the sampled schools as well as respondents, with the questionnaires serving as a guide. The researcher took the time to explain various sections of the questionnaires and also advised the research assistants to ensure that the respondents were properly informed and not to leave any of the items unanswered. At the training session, each research assistant was given an envelope containing introductory letters for confirmation by principals of the sampled schools, confirming that the research assistants received permission to visit their schools and administer the three instruments utilized in this study.

**STEP II:** Data collection from each participant in this study followed a structured process to ensure accuracy and reliability. First, the research assistants distributed the questionnaires after obtaining authorization from the administrators of the special schools. This was facilitated by a letter of introduction from Kenyatta University. Each of the three special schools in North-Eastern Nigeria was assigned two trained research assistants. The researcher and one of the trained research assistants managed one of the special schools. Examination officers at the visited schools completed a pro forma designed to collect the SS II students' Mock results in English Language from the 2020 examinations. The distribution, administration, and retrieval of the questionnaires and pro forma took six weeks. During this period, research assistants ensured that participants completed the questionnaires and that examination officers provided the required academic data. After six weeks, the researcher gathered the filled questionnaires and the learners' lettered grades from the mock qualifying examinations from the research assistants for further statistical analysis. This structured approach ensured systematic collection, recording, and preparation of data for analysis, maintaining the integrity of the research findings.

### 3.10 Data Analysis

The gathered data were analyzed by means of suitable statistical techniques in accordance with the null hypotheses established for this study: the first null hypothesis suggested that there would be no significant association between the academic achievement of learners with hearing impairments at special secondary schools in northeastern Nigeria and their self-perception; the second null hypothesis predicted that there would be no significant relationship between these learners' academic performance and their career objectives; and the third null hypothesis sought to determine whether the academic performance of these learners could be significantly predicted by their self-esteem and career goals.

To do this, the first two null hypotheses were examined by utilization of Pearson product-moment correlation coefficient, and the third null hypothesis was evaluated using multiple linear regression, all at a significance level of 0.05. The use of multiple regression for the third null hypothesis is justified, as it is the preferred method for predicting a dependent variable based on multiple predictor variables. Furthermore, a variety of quantitative analysis tools like frequency tables, pie charts and bar graphs, were utilized to visually illustrate and clarify the analysis results. The findings were organized and displayed in tabular form. Version 25 of the Statistical Package for Social Science (SPSS) was utilized to analyze all of the data. Rejecting the null hypothesis when  $p < 0.05$  and not rejecting it when  $p > 0.05$  was the decision rule used to test the null hypotheses. Additionally, a positive or negative association is indicated by  $r = +1$  or  $-1$ , respectively. According to Cohen's (1988) definition, the correlation's strength is positively low when  $r = 0.10$  to  $0.29$ , positively moderate when  $r = 0.30$  to  $0.49$ , and positively high when  $r = 0.50$  to  $1.0$ .

### **3.11 Logical Human Relations and Ethical Consideration**

Making ensuring the research is done ethically is the researcher's responsibility. In order to do this, the researcher included a cover letter with the questionnaire. The goal of the survey, the methods used for examination, and the possible advantages and disadvantages were all covered in this letter. Participants were reassured that their responses would remain confidential and that their involvement was entirely optional. There would be no repercussions if they choose to leave the study at any point. Additionally, participants received assurances that raw data would be kept private and that their information would only be utilized to further the goals of the study. As a result, research participants are recognised by their numbers rather by their names. This guarantee allowed the participants to express their opinions and take part without worrying about causing trouble in the classroom.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS, INTERPRETATIONS AND DISCUSSION**

#### **4.1 Introduction**

This research aimed to explore the association between self-esteem and academic achievement among learners with hearing impairments in special secondary schools located in North Eastern Nigeria. The research was done across four such institutions in the region. This chapter will present, analyze, and discuss the data collected during the study. The results were organized into frequency tables, graphs, charts, and percentages for clarity.

The findings are divided into three main sections. The first section describes the demographic features of the participants. The second section presents the self-esteem ratings and career aspirations, along with an analysis of related discussions. Academic performance is detailed in the third section, followed by an analysis of the hypotheses in the fourth section. Each segment includes a summary of the findings, which are then compared and linked to previous research in the field.

#### **SECTION ONE**

#### **4.2 DESCRIPTION AND CHARACTERISTICS OF INFORMANTS**

The following details about the sampled students' demographics are presented in this section:

### 4.2.1 Gender of Participants

These data aimed at seeking the gender distribution of participants. The learners were requested to tick either the letter M for male or F for Female as appropriate to their gender. The outcomes are exhibited in Table 4.1.

**Table 4.1: Distribution of Participants' Gender**

Gender	Selected School				Overall
	School A	School B	School C	School D	
<b>Male</b>	62(59.6)	51(57.3)	44(54.3)	35(45.5)	192(54.7)
<b>Female</b>	42(40.4)	38(42.7)	37(45.7)	42(54.5)	159(45.3)
<b>Total</b>	104(100)	89(100)	81(100)	77(100)	351(100)

**Source: Field Work (2022)**

Table 4.1 presents the result on the gender distribution of respondents. The results show across the selected schools that males are dominant students with a proportion of 62(59.6%); 51(57.3%) and 44(54.3%) in schools A, B and C respectively except for School D, which has more female 42(54.5%) than male 35(45.5%). As a result, of the sample with hearing impairment, 192 (54.7%) were males and the remainder 159 (45.3%) were women. The results indicate that male pupils with hearing impairments predominate, which may be related to the research area's ongoing difficulties with girl-child education.

The earlier findings by Osa-Edph and Alutu (2019) and Maropamabi (2018) have shown that male children are more favour enrolment in school than female

children in the northeastern region of Nigeria. However, recent studies such as Maqsu (2018) in Kano State, Nigeria, Maxwell and Chikweru (2019), in Rivers State, Nigeria, and Mohammad (2020), in Kaduna State, Nigeria have shown that there are some levels of improvement regarding girl child participation in education which has led to high enrolment, retention and transition into higher education. The shreds of evidence from their respective studies have shown that the call for more girl-child participation in formal education has received positive responses from people, especially in some grassroots where the majority of these innocent girls were being denied their right to education due to customs or religious undertone. However, national data on education enrolment patterns indicates that north eastern region is still 15% less than the national 56 to 43 enrolment rates for male and female children. The case may be a bit different concerning a child with particular disability and some ignorant parents might lose hope of giving them the opportunity for education. However, awareness efforts from educationists, international bodies and the federal ministry of education on the need to support children with disability through formal education have started yielding fair enrolment in North Eastern Nigeria. Maxwell and Chikweru (2019) reported that the enrolment of children with disabilities has improved over the years in the northern part of Nigeria. Furthermore, Maxwell and Chikweru (2019) reported a 35.3% enrolment rate for children with peculiar education needs compared to the enrolment rate in the previous years.

## **SECTION TWO**

### **4.3 Level of Self-Esteem among Students**

Data on the level of self-esteem were collected through an adapted version of the Rosenberg Self-Esteem Scale (RSES), which contained 16 items of 8 positive

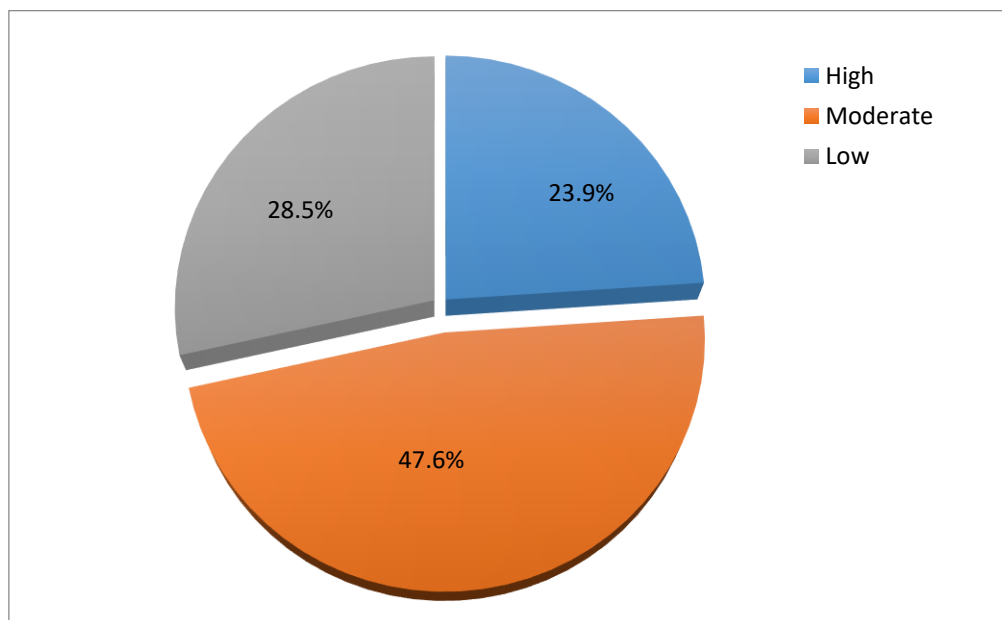
constructs and 8 negative constructs, from which the students were asked to select an appropriate option such as very low level (VLL): 1, low level (LL): 2, moderate levels (ML):3, high level (HL): 4, and very high level (VHL): 5, for positive constructs, whereas the coding for the negative construct was reversed such as very high level (VHL): 1, high level (HL): 2 moderate levels (ML), 3; low level (LL): 4, very low level (VLL): 5. Thus, students with self-esteem score of 16 – 32 were considered as low esteem, while those within 33 – 64 self-esteem score were considered moderately esteem and those with self-esteem score higher than 65 and above are considered higher self-esteem. In this case, each student has a self-esteem rating that was used to classify them into low, moderate and high respectively.

Thus, the results on the level of self-esteem among LHI in North Eastern Nigeria as exhibited in table 4.2 and further buttressed by figure 4.1 respectively show that 23.9% of respondents recorded a high level of learners' self-esteem, while 47.6% were those learners with hearing impairment having moderate self-esteem, the remaining 28.5% were those learners with low self-esteem. This result shows that most students were within the moderate level of self-esteem. Having moderate self-esteem among LHI may not be unconnected with the fact that these children have been enrolled into formal education and their orientation about individual self has improved greatly.

**Table 4.2: Level of Learners' Self-Esteem**

Level of Learners' Self-Esteem	Frequency	Percentage
High	84	23.9
Moderate	167	47.6
Low	100	28.5
Total	351	100.0

**Source: Field Work (2022)**

**Figure 4.1: Level of Learners' Self-Esteem**

**Source: Field Work (2022)**

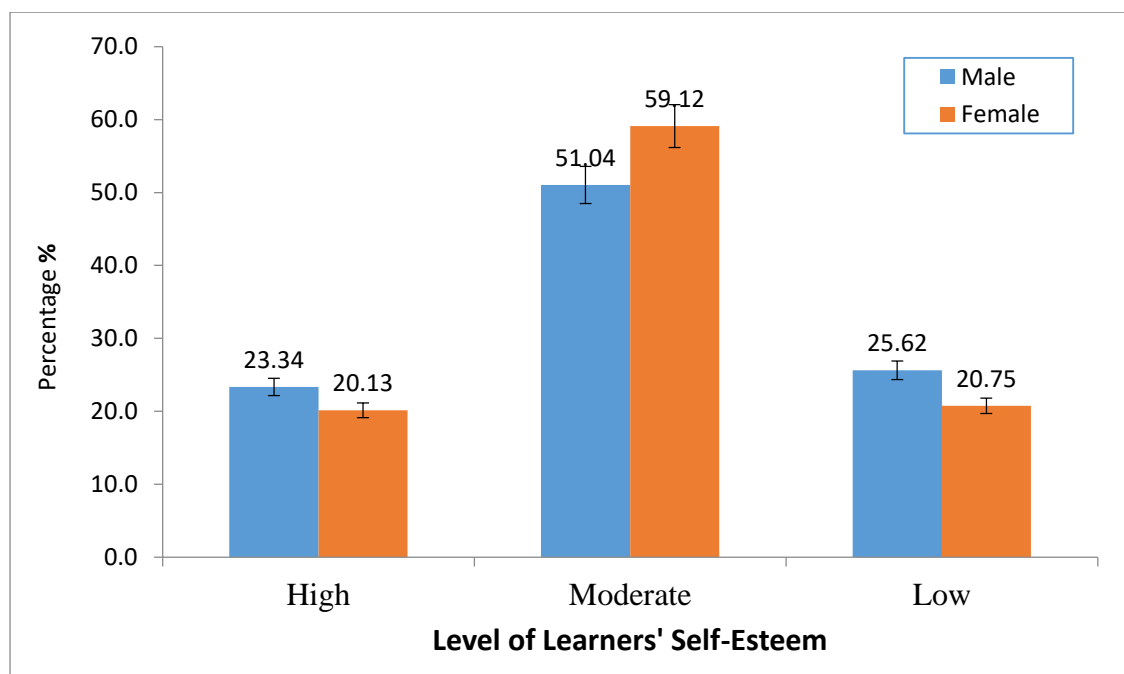
The fact moderate self-esteem was recorded among students with hearing impairment may be an indication that the participation of these children in formal education has improved their self-awareness as well as raised their hope for the future. This concurs with the submission earlier made by Timayi et al. (2019) and Knigge

and Hannover (2017) that enrolment of children in formal education, exposes them to further about self and enhances their acceptance of their physical conditions, as well as hope for better future. The conclusion drawn by Maqsu (2018) Nigeria reiterated the significance of education in the lifetime of an individual for self-development, self-learning, self-acceptance, self-respect and self-esteem. Thus, through education individual become aware of their credibility with themselves and society.

Knigge and Hannover (2017) had earlier expressed the contribution of education toward child readiness for future challenges. Thus, a lack of education affects a child's mental development, social judgment and appreciation of self. According to Heckman et al. (2019), children's acceptance of themselves and social integration as adults are significantly impacted by the developmental and educational chances they have access to throughout their early years. When a child is allowed to enroll on a school programme there are chances that such a child will know more about him or herself, understand their immediate society, form social bonds with other students and teachers as well as become highly informed about better ways of managing any health-related challenges. Downes (2018) maintained that participating in formal school activities can provide a huge lift to learners' self-esteem irrespective of physical challenges. Thus, having moderate self-esteem among studied students with hearing impairment could be a result of a boost in self-confidence and understanding of self-health conditions that make them gain some level of self-appreciation and hope for the future. Timayi et al. (2019) expressed that supportive education as well as motivation from family and friends can make those children with certain disability ready to face future challenges for the better.

### 4.3.1 Level of Learners' Self-Esteem According to Gender

Self-esteem among students with hearing impairment according to their gender as presented in Figure 4.2 shows that 23.34 of male and 20.13% of females had high self-esteem. However, 51.04% of male and 59.12% of female students had moderate self-esteem, while 25.62% of male and 20.75% of females had low self-esteem. The outcomes show that the self-esteem trends of female and male learners were comparable. This implies that students with hearing impairments attending special senior secondary schools in northeastern Nigeria do not differ in their levels of self-esteem based on their gender.



**Figure 4.2: Level of Learners' Self-Esteem According to Gender**

**Source: Field Work (2022)**

The fact that both female and male learners shared similar patterns of self-esteem shows that gender cannot be solely used to predict individual self-esteem. This finding concurs with that earlier made by Bleidorn et al. (2016) and Orth and Robbins

(2017) which found that gender is not a predictive factor for differences in self-esteem among students. A likewise conclusion was drawn in the work by Leka (2018) that gender disparity does not significantly influence the level of self-esteem among learners in the Mediterranean region. However, a recent research by Kling et al. (2019) found that men are more self-aware and self-esteem than women. The research remarked that the level of awareness among people who interacted with gender affected their level of self-esteem among people. Thus, in most societies especially in Africa, men are more exposed to and aware of social activities than women which influence their level of self-esteem. Kiche (2018) found that there was a higher chance that men would be more aware than women about their society. Therefore, self-esteem remains an essential part of psychological survival and also remains one of the main factors that differentiates humans from animals, thereby humans are more aware of self, compared to animals.

Being in the growing-up period may be the reason why the children with hearing impairments in this research had a higher degree of self-esteem. This backs the prior results by Baumeister et al. (2016) that youngsters have a high degree of self-esteem and that the tendency appears to be shifting from adolescent to adulthood as the person settles for social roles. Similar findings indicating males and girls have different levels of self-esteem during adolescence were reported by Timayi et al. (2019), Reasoner (2018), and Steinberg and Kathryn (2017). Additionally, Skaalvik (2017) came to the conclusion that the most prevalent distinction is that men often have greater levels of self-esteem throughout their adolescence and into adulthood. In general, male self-esteem tends to be considerably stronger than female self-esteem,

and when it tends to decline, it will not go as low as female self-esteem (Bleidorn et al., 2016; Young, 2016).

Male adolescents and young adults had better self-esteem than their female counterparts, according to a recent meta-analysis by Olasehinde and Olatoye (2018), however the differences were not statistically significant (Obochi, 2018; Oigara, 2017). The setting or residence in which a person was raised is another characteristic that has been shown to have an interacting influence with gender. According to research by Young (2016) and Oigara (2017), a person's upbringing which encompasses their home, school, neighbourhood, and places of worship, among other places has a significant impact on how they form their sense of self. According to this study, male students have a somewhat greater degree of self-esteem than female students, but this difference was only moderately closed by female-dominated students who had a moderate level of self-esteem.

#### **4.3.2 Level of Career Aspiration among Students with Hearing Impairment**

The result on career aspiration among sampled learners with hearing impairment is present in Table 4.3 show. Only 3.1 % and 6.0% of students strongly indicated their wish to choose a career in technical aspects such as machine operators, welders, engineering and auto mechanics. However, 30.5% of sampled students expressed their willingness to choose careers in line with the medical profession such as a pharmacist, nurse, or medical doctor among others. This could be a result of the fact most of these learners would like to know more about their health status. This agrees with the earlier works by Khuwaid-ur-Rehman (2019), Orth and Robbins (2017) and Bleidorn et al. (2016) which established that as the level of education for students grows, they do curiously wish to know more about their status, especially

those students having some physical challenges or other facing peculiar challenges or discriminations. More so, choosing a medical profession could enhance the adaptability of person with hearing impairment. Timayi et al. (2019) noted that students with disability appreciate better when taken through courses on human anatomy and body functions and systems.

**Table 4.3: Career Aspiration among Students with Hearing Impairment**

Items	Scale	Frequency	Percentage	Mean
Technical	SA	11	3.1	1.75
	A	21	6.0	
	U	37	10.5	
	D	82	23.4	
	SD	200	57.0	
Medical	SA	23	6.6	2.51
	A	107	30.5	
	U	34	9.7	
	D	48	13.7	
	SD	139	39.6	
Teaching	SA	56	16.0	3.11
	A	156	44.4	
	U	21	6.0	
	D	6	1.7	
	SD	112	31.9	
Business and Finance	SA	124	35.3	3.36
	A	59	16.8	
	U	45	12.8	
	D	67	19.1	
	SD	56	16.0	
Computing	SA	9	2.6	1.52
	A	15	4.3	
	U	29	8.3	
	D	45	12.8	
	SD	253	72.1	
Mass Media	SA	45	12.8	3.07
	A	86	24.5	
	U	122	34.8	
	D	43	12.3	
	SD	55	15.7	
Agriculture	SA	111	31.6	3.48
	A	93	26.5	
	U	56	16.0	
	D	34	9.7	
	SD	57	16.2	
Legal Services	SA	10	2.8	2.08
	A	76	21.7	
	U	34	9.7	
	D	44	12.5	
	SD	187	53.3	
Transport/Aviation	SA	8	2.3	1.51
	A	12	3.4	
	U	31	8.8	
	D	49	14.0	
	SD	251	71.5	

**Source: Field Work (2022)**

The result in Table 4.3 reveals that 44.4% of students choose teaching as their preferred career. This may be because teaching has a direct impact on the lives of other people. Choosing to teach as a career is an avenue to help other children suffering the same fate of hearing impairment to become something important in their later years. This is to the submission earlier made by Reasoner (2018) and Raboteg-Saric and Sakic (2019) which that choosing a teaching career allows an individual to have input in other people's development.

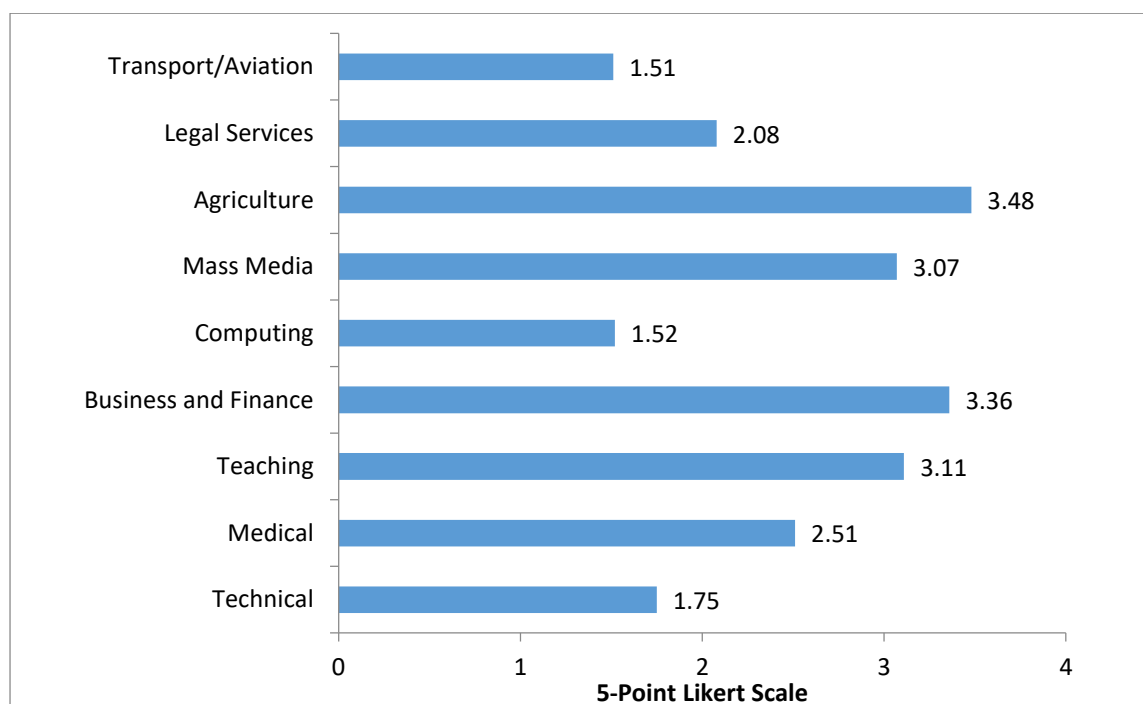
The results on career aspiration as shown in Table 4.3, reveal that 35.3% of sampled students prefer business and other financial-generating professions in their later years. This may be due to their background where grassroots business supported their parents and less stressed homegrown businesses serve as major sources of income in their community.

The result on career choice among sampled LHI in Table 4.3 uncovered that most learners 72.1% do not consider computing as a profession. This may be due to the fact that computer devices are not common in their environment. Raboteg-Saric and Sakic (2019) expressed that technophobia could inhibit the utilization of electronic devices such as computers and some handheld devices. Not choosing computing as a profession may simply be due to little orientation regarding the profession.

Furthermore, 34.8% of sampled students express their willingness to practice mass media as a profession in the later years after graduation. This may be due to avenues given by mass media to reach out to the members of society. Being mass media experts may give room for guiding members of

society irrespective of their background on several issues, especially issues surrounding parenting and the physical challenges children.

The results show that most sampled students 31.6% strongly expressed their willingness to take agriculture as a profession. This may not be unconnected with the fact that agriculture is one of the grassroots businesses in the study area. Also, based on their physical status most could easily practice one kind of agricultural business or others. Knigge and Hannover (2017) found that agriculture is highly participated by people at the grassroots level due to different activities along the value chain of agriculture. Thus, people of different capacities have roles to play in agricultural practices along the value chain due to various levels of activities such as packing, harvesting, sorting, transporting, and marketing.



**Figure 4.3: Summary of 5-Point Likert Scale of Career Aspiration among Students with Hearing Impairment**

As indicated in Figure 4.3, it is evident that most students choose agriculture as their preferred career after graduation. This may be evidence that agricultural practices have some suitable roles for everyone including those with physical disability. This fact has been established by Kaur and Sharma (2019) who showed that agriculture has various commercial activities along the value chain which enable different people including those with physical challenges to play various responsibilities which can make them self-reliant. Adenuga, Fakayode and Adewole (2015) expressed that agriculture has various levels of occupational options that make it amenable to most people of different capacities and technicalities. Earlier findings by George (2018) and Nakwe et al. (2018) showed that people with disabilities are also effective in farming activities. This supports the findings of Barefield, Smith, and Westbrook (2016), who concluded that despite the physical and mental demands of agricultural labour, persons with disabilities are still important since there are a variety of employment opportunities available along the value chain.

De-Wolf and Schoorlemmer (2019) expressed that many people living with disabilities choose agriculture for their career due to various options as well as the introduction of simple technology supporting smart farming. More so, Ekoja (2018) established that there is an assistive technology that modifies production methods in agriculture which makes it feasible for people with disability to play stakeholder responsibility in farming activities. George (2019) and Olabode et al. (2019) came to the same conclusion: assistive technology and other strategies are important in helping people with disabilities overcome mental and physical obstacles so they can stay employed.

The results on career aspiration as shown in Figure 4.3 reveal business as the second most choosing career. This may be due to their background where grassroots business supported their parents and less stressed homegrown businesses serve as major sources of income in their community. This finding agrees with the works by Kaur and Sharma (2019) and Rainey and Borders (2018) which established that students in their choice of career do prefer jobs that share their background. Also, the nature of the study area, in the North-Eastern part of Nigeria, has a general legacy of passing down the indigenous or heritage business from one generation to the next, such that the heritage is sustained and the family is supported. The fact that most students choose to settle for business or any financial-related job may imply a willingness to be self-employed after graduation. This is in line with the view shared by Nakwe et al. (2018) and Olabode et al. (2019) which established that self-dependency makes an individual better. To be self-reliant in keeping the ego of an individual, especially those individuals with physical challenges, which some members of society might consider a liability.

Choosing to do business enhances their self-reliance and makes them contribute positively to society. Okoro (2018) expressed that one of the aims of special schools is to turn individual students that society might have underrated as less important into important personalities within such society. Also, being self-reliant makes individual students capable of addressing some of their financial challenges as well as personally making a decision that affects their future without being constrained by narrow narrow-mindedness of some individuals within their family. Rainey and Borders (2018) expressed that being self-employed makes individuals feel

happy for themselves, and believe in themselves, and about themselves without needing to rely on others.

The result in Figure 4.3 reveals that teaching is the third most preferred career by students with hearing impairment. This may be because teaching has a direct impact on the lives of other people. Choosing to teach as a career is an avenue to help other children suffering the same fate of hearing impairment and mould them to become something important in their later years. This is in accordance with the submission earlier made by Tang and Pang (2018) and Muhammad et al. (2019) which that choosing a teaching career allows an individual to have inputs in other people's development. Also, Mohammed (2022) recently maintained that being a teacher is attributable to job satisfaction that few experience in other professions. As a teacher, it could be a chance to model children with similar hearing impairment to accept their status, raise their self-esteem and aspire to better job careers in future. This supports the finding by Olasehinde and Olatoye (2018) that teachers have maybe the greatest effect on a child's life, aside from parents. Therefore, there are observable outcomes from students that a teacher may observe that will ensure someone returns home as an achiever.

As professionals, teachers have the power to motivate the next generation. Additionally, empirical data has demonstrated that teaching is a legitimate job, as demonstrated by Adeolu (2015), Ayeni (2017), Elmore (2017), John (2018), and Eze (2018). Like being a doctor, nurse, or veterinarian, teaching is more than just a profession. Despite the fact that many people work hard to make ends meet, Okoro (2018) pointed out that because teaching is such a gratifying career, instructors have a degree of job satisfaction that is unmatched by most other occupations. Furthermore,

since few individuals can apply their passion to their profession, education encourages individual excitement, as stated by Olasehinde and Olatoye (2018). On the other hand, teachers have the opportunity to motivate their pupils every day. Being a teacher could also make an individual become a lifelong learner, suitable for those who choose to know more about themselves daily (Craig, Richard, & du-Plessis, 2018). As a teacher, students always seek understanding about topics or concepts which implies that teachers may need to keep conducting further research that makes them better in their profession daily. Marandi and Moghaddas (2012) argued that children are inquisitive by asking questions teachers might never thought of and this allows teachers to constantly seek new explanations and better technic to introduce the concept to their students.

The fourth most aspired career by sampled students with hearing impairment is mass media. Thus, choosing mass media as a profession in the later years after graduation may be due to the avenue given by mass media to reach out to the members of society. Being mass media experts may give room to guiding members of society irrespective of their background on several issues, especially issues surrounding parenting physically challenged children. As a mass media expert who shared similar physical challenges and has made it to a professional level after graduation from school, could be a point of motivation and encouragement for both the parents and children to sustain hope on the health status of their children. This is in accordance with the submission made by Maropamabi (2019) in the study that focused on the role of self-efficacy and self-esteem in academic attainment in most cases parents seem to have lost hope in their children when discoursed such child is suffering particular physical defect. However, the support from experts, people

experiencing similar health issues and close relations usually serve as a source of encouragement for most parents as well as the child to keep on trying. Likewise, Maxwell and Chikweru (2019) established that people living with disabilities can lead independent lives or be fairly independent with additional support.

The result on career aspiration indicates medical professionals such as pharmacists, nurses, and medical doctors among others as their preferred specialization in their later years. This could be a result of the fact most of these students would like to know more about their health status. This concurs with the earlier works by Joyce and Showers (2015) and Musarat (2018) that as the level of education for the students grows; they do curiously wish to know more about their status, especially those students having some physical challenges. It is obvious as well that having a medical background could help individuals with hearing impairment to be in the position of helping themselves and other patients with similar health conditions. This is in accordance with the fact earlier alluded to by Abdullah, Sharir and Kumar (2019) that career choosing is sometimes done to better individual conditions as well as the ability to help in similar situations better. A similar view was held by Okeke (2017) and Zahid (2017) that choosing a career such as medical personnel or legal practitioner among other professionals could not be accidental as other weighed factors likely to play roles such as students' interest, parental background, societal factors or family history. This study has shown that to some extent students with hearing impairment choose to settle for medical-related professionals who can make them better their health conditions and reach out to people in similar situations.

The computing profession is less chosen by the students which could be due to the fact that computer devices are not common in their environment. Abdullah et al. (2019) expressed that technophobia could inhibit the utilization of electronic devices such as computers and some handheld devices. Not choosing computing as a profession may simply be due to little orientation regarding the profession. Also, having the majority of students not willing to be a computer expert may be attributed to the technology divide among citizens in North-Eastern Nigeria, the study area for this study. This concurs with the study by Narimani and Mousazadeh (2018) and Jussim and Harber (2018) that there are people with technology disadvantages and a technology divide within society. According to a Hassan (2019) survey, over 96% of Nigerian families reported being cut off from academic pursuits, which was made worse by the partition of technology. Media literacy is one of the factors contributing to the digital gap across a number of industries. A broader definition of literacy is media literacy. It includes the capacity to observe and assess media messages. It also entails generating, considering, and acting upon communication and information. In the end, media literacy enables people to use knowledge to alter the world for the better. Media literacy is a set of abilities that are vital for work, life, and civic involvement and is not exclusive to any one medium.

There may be a connection between the sampled students' limited access to computers and their decision not to pursue a career in computing. Computer accessibility often directly benefits people with disabilities (Narimani & Mousazadeh, 2018). The purpose of accessibility features is to facilitate the use of technology by people with impairments. Keyboard shortcuts, closed captioning, and text-to-speech are typical features. Some cutting-edge gadgets that are classified as assistive

technology could need extra hardware. Okeke (2017) states that those who want to use a computer in a comfortable and productive way could require a "special needs assessment" from an assistive technology consultant, such as an occupational therapist, educational technologist, or rehabilitation engineer. This evaluation can assist in determining and setting up the right technology for their particular needs. Additionally, utilising remote desktop software and a camera, people who are unable to leave their homes or who live distance from assessment providers can still obtain assessments and help online (Nur-Afiqah & Khalid, 2016). Research by Morgan (2022), Nakamaru (2019), Ivana (2018), Bălău and Utz (2017), Nwike and Chukwudum (2016), and Nur-Afiqah and Khalid (2016) has demonstrated that secondary school pupils had limited access to computers and other digital devices.

Additionally, several previous research, like Bălău (2017), Maldonado et al. (2018), and Narimani and Mousazadeh (2018), demonstrated that students with a degree of disability could experience certain challenges when utilizing computers. According to Hague and Payton (2021), computer interfaces frequently ask for and deliver visual input and feedback. Thus, one of the main concerns with computer accessibility is making software accessible to those with visual impairments. Large fonts, high DPI screens, high contrast themes, and clear icons are among the tools that can help patients with mild to moderate vision impairment, according to Hassan (2019). Other helpful tools include screen magnification software and aural feedback. Screen reader software that provides text-to-speech capabilities or refreshable braille displays is crucial for people with severe vision impairment, including blindness, to interact with computers (Hazar, 2019).

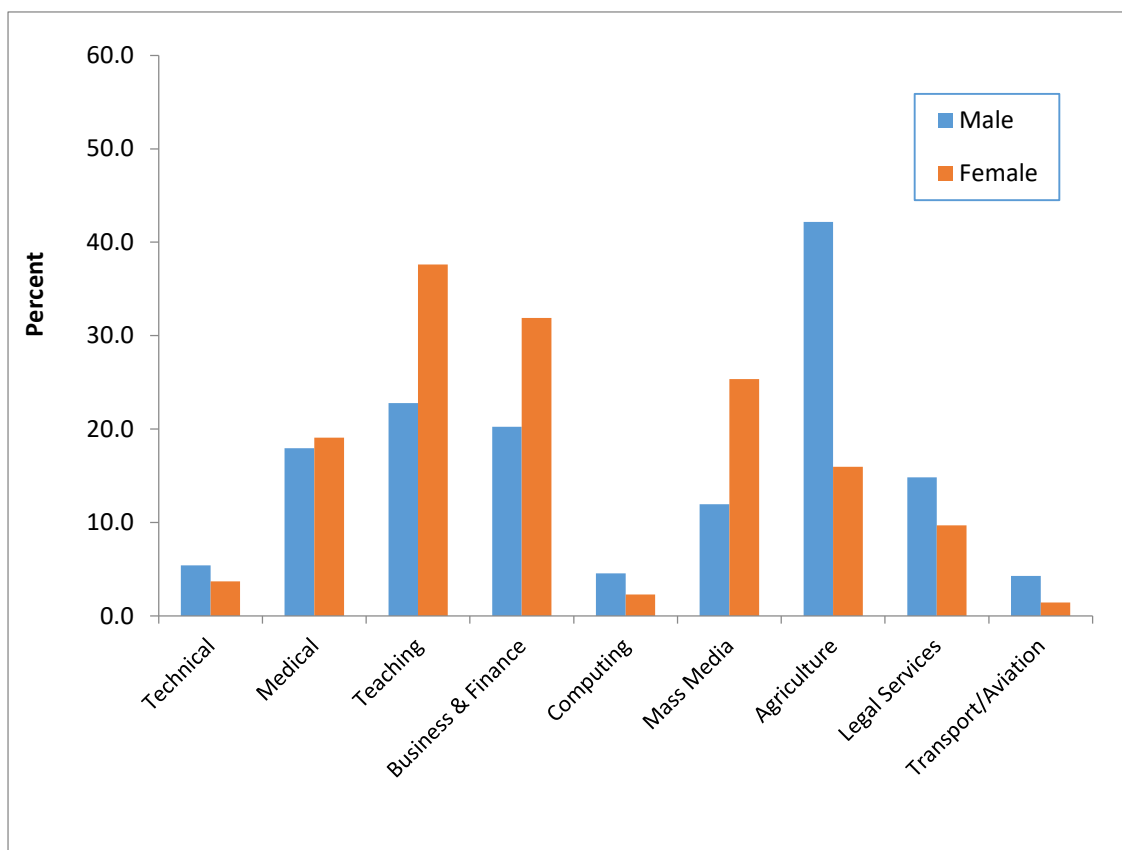
Additionally, some children may have motor and dexterity issues that prevent them from using a standard input device, such as a mouse or keyboard. Students with hearing impairments may find it difficult to utilize computers that use sound user interfaces, which are a major feature of desktop computing in daily life. However, these interfaces are frequently limited to employing feedback and other system noises. But according to Jussim and Harber (2018), some software developers have considered those who are deaf or hard of hearing. Visual alerts and captioned text can be used in place of or in addition to system noises like beeps (Vuorikari et al., 2016). One of the most common ways to communicate with the Deaf and hearing-impaired groups is through closed captions. Using sign language avatars like SiMAX, contemporary computer animation also makes it possible to translate text into sign language. Therefore, the sampled hearing-impaired students may not have chosen computing as their intended career path since they are aware of the difficulties they may encounter when using computers.

### **4.3.3 Level of Career Aspirations among Students with Hearing Impairment According to Gender**

To further verify the career aspirations among LHI, the data collected for each student was segregated according to their gender, to determine whether the gender of each student influenced their choice of career in their later years after graduation. The outcomes are exhibited in Figure 4.4.

The result uncovered that both female and male learners who preferred the medical line of profession closely shared a proportion of 17.95% and 19.09% respectively. However, females dominated the career choices such as teaching, business and finance as well as mass media by 37.61%; 31.91% and 25.36% as against 22.79%;

20.23% and 11.97% respectively. Meanwhile, male students dominated the career choices such as agricultural, legal services, computing, technical and transportation. This result shows some level of gender attachment to particular jobs in the society which may not be unconnected to the fact that the study area in northeastern Nigeria is a typical African society where members' male and female have respective roles to play.



**Figure 4.4: Career Aspirations among Students with Hearing Impairment According to Gender**

**Source: Field Work (2022)**

Males usually tend to favour technical jobs and other jobs that demand physical capability, while females may choose less tasking occupations to enable

them to pay more attention to their homes. The fact that female students dominated career choices such as teaching, business and finance as well as mass media, while male students dominated career choices such as agriculture, legal services, computing, technical and transportation show some level of gender attachment to particular jobs in the society. This may not be unconnected to the fact that the study area in northeastern Nigeria is a typical African society where members' male and female have respective roles to play. Thus, males usually tend to favour technical jobs and other jobs that demand physical capability, while females may choose less tasking occupations to enable them to pay more attention to their homes. This concurs with the recent work by Obalola (2022) which indicates that gender alignment with career choice exists due to factors such as required strength, the demanding nature of the job and overall activities involved in the job.

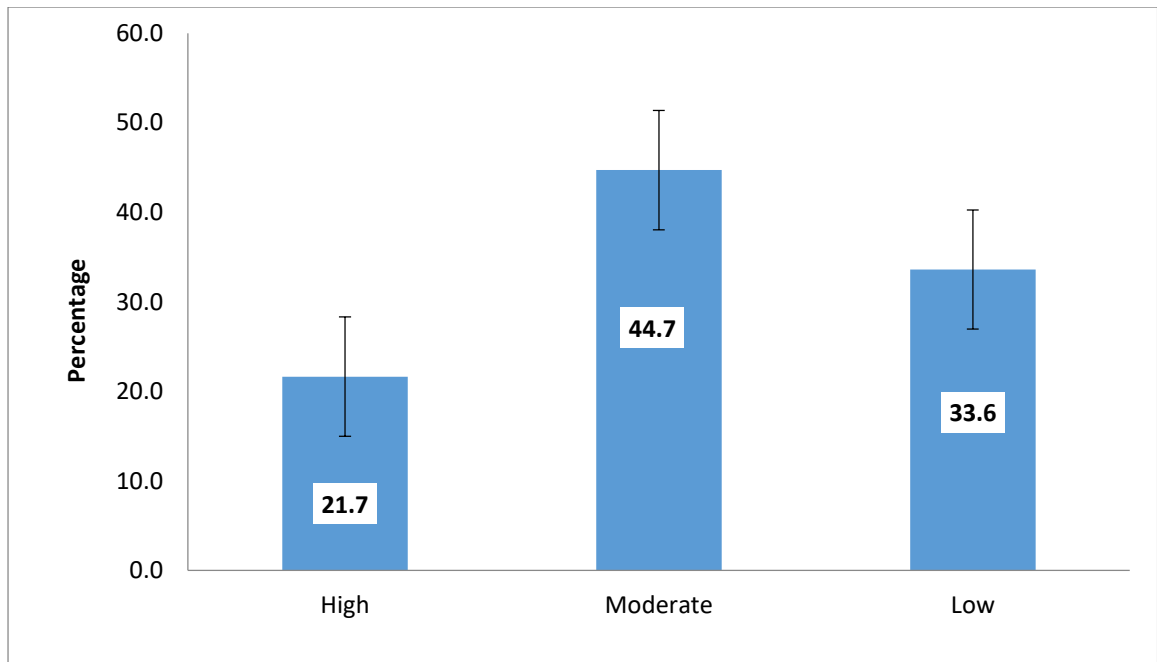
Schoon and Polek (2017) attributed the choice of some careers among genders to their psychosocial factors where individuals consider the responses or likely reactions from members of society regarding choosing a particular job as well as consider the overall effect that kind of job could have on them. Salleh and Al-Kalbani (2016) argued that it is just like some jobs have been designated for a particular gender within our society. Thus, workers like auto mechanics, taxi drivers, security personnel and other risky jobs are more amenable to men than women, whereas, the running of cafeterias, fashion shops and some off-season marketing are mostly done by women. Meanwhile, Knigge and Hannover (2018) argued that in some places where women ventured into men-dominated careers, the women performed excellently. This shows that it might be the case of mere speculation or lack of attempt that makes society consider some jobs unsuits for a particular gender.

Evidence from a study by Onaa (2018) and Salleh and Al-Kalbani (2016) showed that men as much as women need a means of surviving, which is one of the priorities for most sampled students despite having hearing impairment challenges. Seeking a high-paying job or job with constant, small but steady income could enhance individual access to many benefits. Ismail, Rasdi, and Noah (2018) maintained that social factors, norms and practices affect the choice of the individual when making career choices. Similar findings have been reiterated by Moses (2022) who showed that women choose any job that enables them to play their roles as housewives and the job that is not keeping them away from their homes. The consideration for rigorousness of associated tasks to particular jobs was also pointed out by Knigge and Hannover (2018) indicating a factor that could tell whether women will be involved in such tasks or not. It is observable from this study that female students show more interest in business and financial activities, this option may also include agro-business such as marketing farm produce or serving as middlemen between farmland and market. Such roles could be easily played by women including those with hearing impairment.

#### **4.3.4 Category of Aspiration among Students with Hearing Impairment**

To further probe the associative aspiration that can influence career aspiration among LHI in North Eastern, Nigeria. Aspirations were specifically categorized into achievement aspirations, leadership aspirations and educational aspirations. Data collected regarding each of these categories of aspiration were analyzed descriptively using frequency count and percentage and also summarily presented in bar charts. The results of the analysis were displayed in Figure 4.5, figure 4.6 and figure 4.7 respectively.

### I.) Achievement Aspirations



**Figure 4.5: Level of Achievement Aspirations Among Learners**

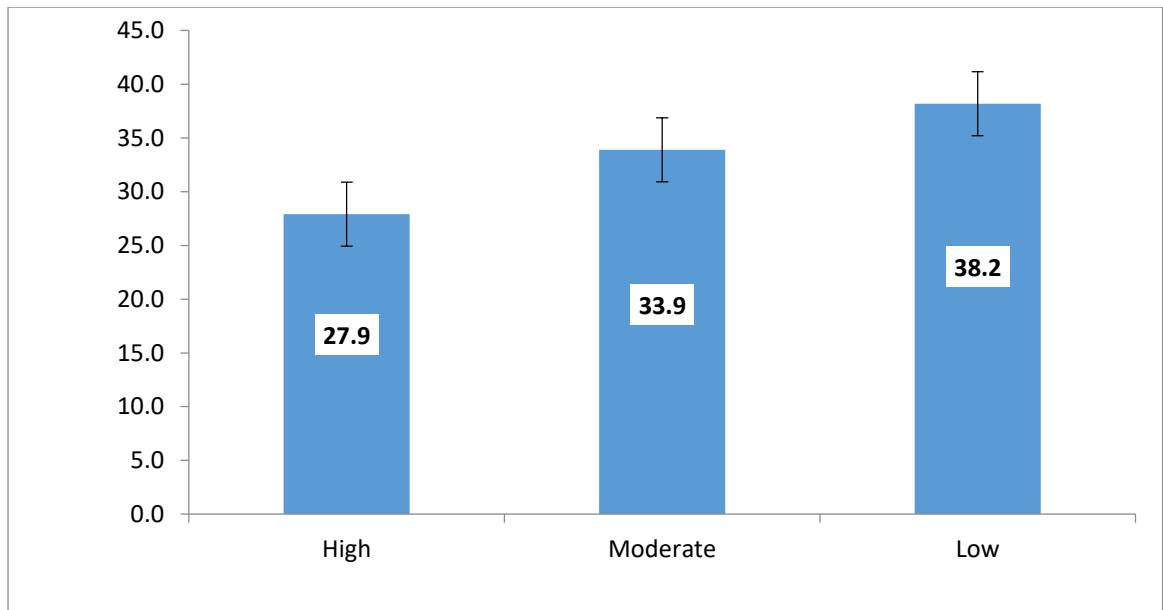
**Source: Field Work (2022)**

The degree of success aspiration among LHI in North Eastern Nigeria is depicted in Figure 4.5. Thus, 21.7% of students had high achievement aspiration, 44.7% had moderate achievement aspiration and the remaining 33.6% were those students with low achievement aspiration. This result implies that sampled students with hearing impairment are fairly rated in terms of achievement aspirations. Having a high aspiration to achieve a target could influence learners' commitment. Learners with higher determination to achieve could show some level of learning readiness which can affect the overall academic attainment. This agrees with the results made by Obura (2017) that willingness to achieve is significantly related to students' commitment and participation in school activities. Jussim and Harber (2018) found that positive aspiration directly promotes students' engagement and academic achievement. A similar conclusion was drawn by Onaa (2018) and Khattab (2015)

that higher achievement aspiration can serve as an inner motivator for learners. Ismail et al. (2018) expressed that the aspiration to achieve is mostly common among humans though with some variations defined by the extent to which individuals set up the route for their best aims, desires and wishes from the beginning stage.

Muhammad et al. (2019) found that every individual who wants to become successful shortly does have a high level of aspiration. However, findings by Patton and Creed (2015) and Onaa (2018) show that even though all humans want to succeed in the future time, their aspirations differ based on their preparation as well as the commitment given to each route to success. It is not out of order for individuals to aspire for success but the overall inputs can determine the outcome of whether such success is attainable or not. In this study, students with hearing impairment show some level of aspiration for success in future time which can be explained based on their level of self-understanding and appreciation as their days increase in formal education. The role play by their day-to-day interaction with other students is enough to even put them in the position of hoping for a better future.

## II. Leadership Aspirations



**Figure 4.6: Level of Leadership Aspirations Among Learners**

**Source: Field Work (2022)**

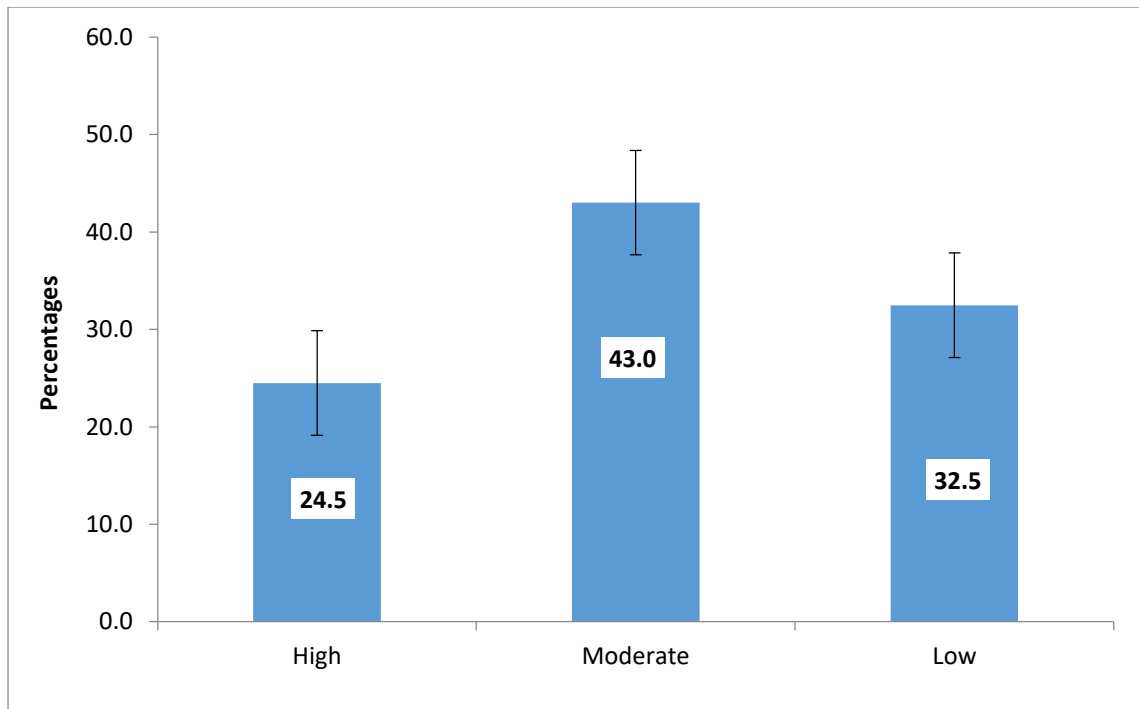
The degree of leadership desire among North Eastern Nigerian learners with hearing impairments is seen in Figure 4.6. Thus, 27.9% of students have high leadership aspirations, while 33.9% have moderate leadership aspirations and the remaining 38.2% were those students with low leadership aspirations. This result implies that sampled students with hearing impairment are fairly rated in terms of leadership aspirations. Having high aspirations to lead others could influence learners' commitment, and willingness to seek opinions. Students with higher determination to lead could show some level of readiness and commitment which can affect the overall academic achievement. This supports Skaalvik's (2017) conclusion that students' dedication and involvement in school activities are strongly correlated with their desire to take the lead. Steinberg and Kathryn (2017) found that positive aspiration to become tomorrow's leaders directly promotes students' engagement and academic

achievement. A similar conclusion was recently drawn by Moses (2022) that individuals with higher aspirations to lead within the society can serve as inner-motivator for learners if believe such knowledge can unlock their success.

Because women often have stronger communal orientation and higher affiliation demands, Obura (2017) observed a substantial correlation between gender and communal orientation. Organizational identification is anticipated to provide these needs. Additionally, Iweka (2017) discovered that, regardless of a learner's uniqueness, the communal orientation of society has an interactive impact on their desire to be a leader. According to earlier research by Steinberg and Kathryn (2017), gender has an indirect impact on leadership aspirations, which is consistent with the interaction between social role identity and communal orientation.

The conclusion drawn by Strand and Winston (2016) shows that leadership aspiration is one of the personal interests of an individual meant to reach a leadership position or willing to accept such an offer if given. Thus, having high and moderate levels of leadership aspiration among students with hearing impairment could be an effort to reach the top for those innocent children who suffer from similar health faith like them. This agrees with the submission made by Iweka (2017) that due to the fact that government attention toward persons with disabilities has not reached the expected level, introducing persons with similar health conditions will increase the attention and general well-being of persons with disabilities in our society. Thus, the few persons with disabilities that able to partake in formal education are likely to aspire to reach the top level where strong decisions are being made to influence government attention and policies toward them.

### III. Level of Educational Aspirations Among Learners



**Figure 4.7: Level of Educational Aspirations Among Learners**

**Source: Field Work (2022)**

The degree of educational desire among students with hearing impairments in North Eastern Nigeria is seen in Figure 4.7. Thus, 24.5% of students have high educational aspirations, while 43.0% have moderate aspirations for education and the remaining 32.5% were those students with low leadership aspirations. This result implies that sampled students with hearing impairment are fairly rated in terms of educational aspirations. Having a high aspiration for education could influence learners' commitment, and willingness to seek new concepts and patiently gain new knowledge. Students with higher determination to attain education could show some level of readiness and resilience in pursuing learning which can affect the overall academic achievement. This agrees with the finding made by Shaw et al. (2018) that

willingness to learn significantly relates to students' commitment, participation in school activities and overall academic engagement.

Strand and Winston (2018) found that positive aspiration directly promotes students' engagement and academic achievement. A similar conclusion was drawn by Stromberg (2018) and Postiglione, Xie, Jung and Hong (2017) that higher achievement aspiration can serve as an inner motivator for learners to become relevant in future. According to recent research by Sharp et al. (2020), educational ambitions are aspirational values that represent the level of education one aspires to reach. Postiglione et al. (2017) came to a similar result, stating that an individual's educational expectations are tangible values based on the realities they observe, which typically take into account their own talents and other limitations. In order to support oneself and their community, a person with a disability may choose to pursue higher education in the hopes of landing a well-paying job.

According to Moses (2022), educational expectations and ambitions are people's views about educational goals that have a direct impact on their entire dedication to learning and success. According to Munanu (2016), educational ambitions are the objectives that people aim to fulfil during their schooling. According to Shaw et al. (2018), expectations for education are based on a person's view of the world and frequently represent their strengths and weaknesses. This study supports Stromberg's (2018) observation that teenagers start thinking about their goals and possibilities for the future. They so modify their education and everyday schedules in order to follow their aspirations. This suggests that there may be differences between the aspired and expected educational attainment due to a variety

of other factors, including cognitive capacity, financial support, and accessibility to education.

Teenagers frequently have different expectations for their educational goals, according to earlier research by Skaalvik (2017) and Timayi et al. (2019). According to Kirk et al. (2017), 47% of 207 eighth-grade American students in their sample said there was at least a one-level discrepancy between their expectations and their educational goals. Therefore, it is clear that learners' academic attainment may be directly impacted by their educational goals. However, research by Spera, Wentzel, and Matto (2019) and Munanu (2016) shown the possible detrimental consequences of educational desire on students' academic progress because of their desperate attempts to attain high marks without making the required contributions. Leka (2018) and Kiche (2018) found that the majority of students found guilty of examination malpractices in their work, pointed to an effort to meet their targeted goal of a high-paying job after graduation as the rationale behind their odd way of seeking better academic performance at school.

### **SECTION THREE**

#### **4.4 Level of Academic Achievement in English for Students with Hearing**

##### **Impairment in Special Secondary Schools, In North Eastern Region, Nigeria**

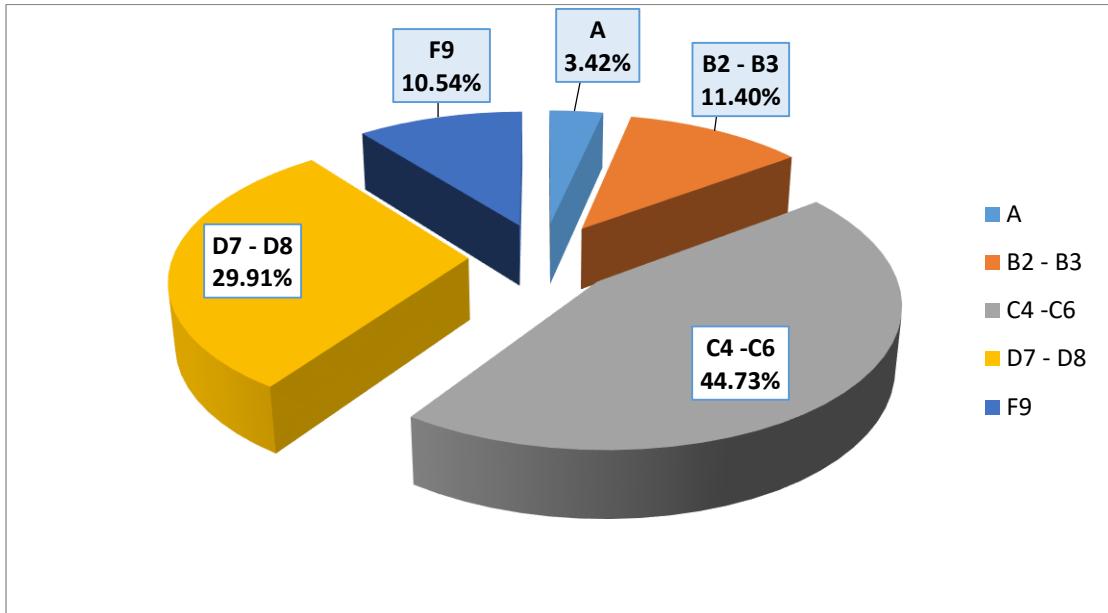
The result of the summary of academic achievement of learners in English language generated through MOCK exercises was displayed in Table 4.4 and Figure 4.8 respectively. The results uncovered that only 3.42% of students had an A grade, and 11.40% were those with grades between B2 – and B3. Also, most students 46.73% were those with grades between C4 – C6, while 29.91% were those with grades between D7 – D8 and the remaining 10.54% were those students with F9.

This result shows that students fairly performed in English language which may be attributed to various factors like background, dedication, learners' readiness as well as their daily attendance in the schools. Also, the fact that the studied learners are in the second year of senior secondary school which implies a year to the final examination could make them more prepared for the MOCK examination which further improves their performance. Moses (2022) expressed that students with physical challenges perform better than other students when given even access to quality education, which includes paying attention to the specific needs of each learner within the classroom.

**Table 4.4: Level of Academic Achievement in English for Students with Hearing Impairment in Special Secondary Schools, In North Eastern Region, Nigeria**

<b>Grade</b>	<b>Frequency</b>	<b>Percentage</b>
<b>A</b>	12	3.42
<b>B2 - B3</b>	40	11.40
<b>C4 - C6</b>	157	44.73
<b>D7 - D8</b>	105	29.91
<b>F9</b>	37	10.54

**Source: Field Work (2022)**



**Figure 4.8: Level of Academic Achievement in English for Students with Hearing Impairment in Special Secondary Schools, In North Eastern Region, Nigeria**

**Source: Field Work (2022)**

This result shows that students fairly perform in English language which may be attributed to various factors like background, dedication and learners' readiness. Timayi et al. (2019) expressed that students with physical challenges perform as well as other students when given quality education. Also, the finding by Usman (2020) attributed average performance among students with sight and hearing impairment to their fewer activities while at home which allows them to focus on their studies compared to those children who spent a huge part of their time surfing the net, watching television or hanging around with peers within society. A similar conclusion was reached by Moses (2022) that learners in special schools are more likely to spend more time studying while at school or home than those in conventional schools due to participation in a series of non-academic activities by the so-called able learners such as hanging out with friends, visiting cinema houses, playing computer games or

roaming the streets. Earlier studies by Stromberg (2018) that compared the level of readiness and academic attainment among learners in special and conventional schools found that students in special schools showed more readiness for learning with a high level of learning engagement compared to their counterparts in conventional schools, though academic achievement was not significantly different among the two.

The fact that special students stay longer in schools and relate personally with their teachers as well as having less classroom size, project their chances to earn better performance compared to those in conventional schools. However, these results have shown that students in special schools are fairly performing in English language, though few percentages make it above the credit level. The background of students could also play some level of significance in their performance in English language. Earlier studies by Muhammad et al. (2019), and Spera et al. (2019) found that students from homes or societies where both English and other languages are used to communicate in their respective home are much more likely to be familiar with some rules of grammar as well as formation of simple sentences in English language which could influence their performance.

Even though students in this study were hearing impaired, their interaction with family members through writing simple sentences using English language could enhance their chances of becoming familiar with some rules of grammar in English language. A similar conclusion was arrived at by Usman (2020) that those students from homes where English language is used to communicate or mixed with the local language are likely to gain the upper hand in reading, writing and comprehension proficiency in English.

## SECTION FOUR

### 4.5 Testing the Hypotheses

H<sub>01</sub>: There is no significant relationship between self-esteem and academic achievement in English Language among learners with hearing impairment in special senior secondary schools.

The study's first hypothesis looked for a potential correlation between the academic success of LHI attending special secondary schools and their self-esteem ratings. Pearson Product Moment Correlation (PPMC) was utilized to compare the academic accomplishment of each learner with data gathered from research instruments on each student's self-esteem. The analysis's findings are exhibited in Table 4.5.

Students who have a high sense of self-worth are more independent and take ownership of their academic success, according to Muhammad et al. (2019). According to their research, academic attainment among English language learners with hearing impairments in North Eastern Nigeria is strongly correlated with their feeling of self-worth. The p-value was 0.00, the correlation coefficient was  $r=0.718$ , and the  $\eta=0.76$ .

**Table 4.5: 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 <sup>a</sup>	Sig.
Pearson's R	.718	.012	.000 <sup>c</sup>
Eta	.765		
N of Valid Cases	351		

**Source: Field Work (2022)**

Additionally, the present results are consistent with a previous research by Booth and Nolan (2020) that demonstrated a significant relationship between learners' academic success in the UK and their sense of self. Similar results have already been published in the United States by Marsh and Andrew (2017) and the United Kingdom by Reasoner (2018). A general hypothesis about the high correlation between academic success and self-esteem was independently established by each investigation. They came to the conclusion that students' academic progress and their sense of self-worth are significantly correlated. This implies that students' self-perceptions, in particular the dignity and respect they desire, have an impact on their academic achievement. When compared to pupils with low self-esteem, individuals with high self-esteem shown a significant advantage in their academic achievements, which was ascribed to their inner potential (Sadaat et al., 2020). Similarly, a study by Mohammad (2020) that discovered a high positive association between self-esteem and academic attainment attributed the outcome to students' readiness due to their capacity for self-control in their learning. This suggested that a learner's strong sense of self-worth is a key factor that might predict their academic achievement,

irrespective of their gender. This view was supported by Arshad et al. (2019), who claimed that there was a direct link between the academic attainment of Pakistani secondary school learners and their sense of self.

The present investigation, however, deviated from past findings made by research like Booth and Gerard (2019), Burton and Parks (2018), and Bleidorn et al. (2016). Their research showed that while improved performance might not be a direct cause of self-esteem, it might be a sign of how highly pupils regard themselves. The authors defended their conclusions by pointing out that students who have poor self-esteem might do better on tests since their shortcomings are mostly seen in their low involvement in class. Arshad et al. (2019), Aryana (2016), Priyadharshini and Relton (2017), Baumeister et al. (2016), and Oyesiku (2019) have all demonstrated that elevated self-esteem plays a crucial role in enhancing the prediction of academic success across various subjects for students at every educational level. Consequently, self-esteem influences students' performance regardless of gender. The current study supports a large body of earlier research that has repeatedly established the beneficial correlation between learners' academic success and their sense of self over time.

Obochi (2018) argued that there is no doubt in the positive linkage between self-esteem and academic attainment among learners. However, there is not enough empirical evidence to determine how teaching and learning activities in school could improve positive self-esteem among students as it has a strong relationship with other factors such as students' locus of control or inner wills. A similar view was held by Okoro (2018) that teaching methods that raise the level of students' esteem in school are yet to be proved, though other activities such as counselling and good students-

teachers relationships can boost students' morale to believe in themselves as well as putting more effort in school works.

H<sub>02</sub>: There is no significant relationship between career aspirations and academic achievement in English Language among learners with hearing impairment in special senior secondary schools.

The study's second hypothesis investigated whether the academic achievement of hearing-impaired learners at special secondary schools in North-Eastern Nigeria is related to their desired careers. Data about each student's career aspirations was gathered by researchers. The research utilized the Pearson Product Moment Correlation (PPMC) to compare this data with academic achievement. Table 4.6 displays the results. The research uncovered a correlation coefficient of  $r = 0.512$  and  $\eta = 0.66$  with a p-value of 0.00. In North Eastern Nigeria, this suggests a modest association between the academic attainment of English language LHI and their sense of self-worth.

**Table 4.6: 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 <sup>a</sup>	Sig.
Pearson's R	.512	.035	.000 <sup>c</sup>
Eta	.624		
N of Valid Cases	351		

**Source: Field Work (2022)**

The incentive attributed to each student's professional ambitions may be the cause of the found moderate but favorable association between career aspiration and

academic progress in English. It goes without saying that students aiming for better positions and well-paying employment are more likely to realize how important it is to devote themselves fully to their studies in order to graduate with honours. This supports a previous study by Mahoney, Taylor, and Kanarek (2018) that uncovered a solid correlation between learner' academic achievement and their employment choices.

Flores et al. (2019) identified a significant link between learners' career aspirations and their academic attainment, which they attributed to how well students understand the necessary qualifications for their chosen careers. This finding aligns with O'Brien's (2019) earlier research, which revealed that the extent of an individual's ambitions for specific roles is correlated with the level of effort they are willing to invest in reaching those goals. Additionally, Carlson, Brooklyn, and Adsworth's (2018) study found that a student's aspirations for a high-paying future are what motivate them to work hard in their studies. These aspirations are what draw in good ambition, wisdom, and intellectual capacity. The new research also supports the prior conclusion reached by O'Brien et al. (2018), who discovered that young students in Korea and the US made better attempts in their academic pursuits as their professional aspirations grew.

Hassan (2019), Mahoney et al. (2018), and Osa-Edph and Alutu (2019) found that high career aspirations can negatively influence performance, particularly among students who possess elevated career goals but struggle with academic skills, which drives them to resort to various forms of exam malpractice. Similarly, research done by Flores et al. (2019), Park and Lee (2018), Fisher et al. (2018), and Narimani and Mousazadeh (2018) indicates that, irrespective of students' career ambitions, factors

such as cognitive ability, preparedness, and self-discipline also significantly impact academic success. Specifically, students who demonstrate strong career aspirations but lack academic discipline may be more inclined to seek unethical methods to succeed in their examinations.

According to the results of this research, learner with hearing impairments are considerably more likely to be eager to learn and work towards both achieving fair academic success and their career choice goal. The current study supports the prior finding by Pattanayak and Naik (2020) that children's high self-esteem, positive participation, and overall academic achievement are all enhanced by the desire to pursue a respectable career after school. Similarly, Park and Lee (2018) highlighted that the learners' academic attainment was significantly impacted by their career aspirations. Furthermore, Agu's (2017) research revealed a strong link between students' academic achievement and their passion for their jobs. As a result, the current study has demonstrated that learners' professional aspirations might work as a motivator to enhance their academic attainment. This supports the argument put out by Hassan (2019) that aspiration is a highly desired aim or ambition. Therefore, in order to attain a goal, ambition must be applied.

The outcomes of the research indicate a modest relationship between learners' professional goals and their academic performance. When comparing academic success to gender and professional goals, only career aspirations significantly increased students' achievement; gender had no noticeable impact. The findings also revealed that while blue-collar and pink-collar occupations were dominated by women, the majority of male students choose white-collar employment. Nonetheless, the study found that the mean academic success score increased with professional

desire. This supports Oyesiku's (2019) conclusion that pupils' academic performance was improved by a substantial interaction between gender and career desire. A similar conclusion was reached by Bleidorn et al. (2016), who found that while gender was a moderating factor with professional desire to encourage greater learner performance, it was a lesser predictor of academic success.

According to Pattanayak and Naik (2020), learners' performance is closely correlated with their self-esteem, career growth, and professional aspirations. Similarly, Agu (2017) argued that students' academic success was driven by their employment goals. The majority of pupils at urban-centered schools desire to pursue higher education, including university degrees, according to Baumeister et al. (2016). This demonstrates how students' interactions with their immediate society may influence their desire for a certain job or vocation, which may encourage them to learn more and perform better. Booth and Gerard (2019) and Çiftçi and Yıldız (2019) both held the opinion that learning performance or the environment of learners has a noteworthy effect on career aspirations.

The conclusion drawn by Scott (2018) and Omollo and Yambo (2017) indicated that no matter how lucrative a white-collar job is, some set of students still show a higher inclination toward other jobs in the category of blue and pink-collar. More so, Baumeister et al. (2016) explained that the colour of the job collar or the nature of the job does not bother students nowadays. The payment attached to the job is what defines students' choice of careers. Even though Heckman et al. (2019) and Bleidorn et al. (2016) found a strong correlation between academic success and career aspiration, their research also found that students of both sexes have a strong desire for any type of job that provides greater chances for both financial and personal

development. Burton and Parks (2018) reiterated the need for variables like self-esteem, age, gender, and career aspirations to explain students' academic performance. Some studies such as Downes (2018), Scott (2018) and Khuwaid-ur-Rehman (2019) have been concerned with whether learners' academic attainment can be utilized to determine the chances of career opportunities for young graduates in Nigeria. It was found that in most cases performance in school does not relate to individual success in terms of job opportunities after graduation.

H<sub>03</sub>: Self-esteem and career aspirations together do not predict academic achievement in English Language among learners with hearing impairment in special senior secondary schools

This study's third hypothesis examined the association between job aspirations and self-esteem in predicting academic success among hearing-impaired students in North Eastern Nigeria. In order to analyse the third hypothesis, data gathered for self-esteem and career aspiration were run against academic achievement using a regression tool. The data were initially subjected to integrity tests such as tests of normality, matrix correlations, goodness of fit of model for regression analysis, ANOVA (Model Fitness) and Post Regression Diagnostic Test (PRDT).

#### **i.) Test of Normality**

Utilizing the Shapiro-Wilk and Kolmogorov-Smirnov tests, the dataset for each variable, including the dependent variable, was further tested for normality. Results were seen after entering all distribution scores for all dependent variables and predictors into the SPSS software. According to Tabachnick and Fidell (2001), the data is regularly distributed if the Kolmogorov-Smirnov statistic test yields a non-significant result (Sig value greater than .05). All variables, including the dependent

variable, have non-significant p-values larger than 0.05, according to the data shown in Table 4.6. Consequently, it was proposed that our data is appropriate for linear regression analysis and has a normal distribution.

**Table 4.7: Tests of Normality**

Stat	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self-esteem	.043	349	.190	.995	349	.336
Career Aspiration	.035	349	.200*	.997	349	.680
Academic Achievement	.044	349	.173	.996	349	.626

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Source: Field Work (2022)**

## ii.) **Matric Correlations**

A correlation matrix was utilized to verify the multicollinearity (Table 4.8). According to Cohen and Cohen (1983), a correlation greater than .70 suggests the likelihood of multicollinearity, which makes the regression coefficients unstable and challenging to interpret. For this reason, the use of correlation was deemed suitable. The correlation between the measures in this investigation, however, was less than .70, as per the correlation analysis findings shown in Table 4.7. This displays that the measures for the data utilised in this research were appropriate for inclusion in the regression analyses utilized to test the hypotheses.

**Table 4.8: Matric Correlations**

<b>Stat</b>	<b>Self-esteem</b>	<b>Career Aspiration</b>
Self-esteem	1.000	
Career Aspiration	.523	1.000

**Source: Field Work (2022)**

### **iii.) Goodness of Fit of Model for Regression Analysis**

The model summary and analysis of variance (ANOVA) exhibited in tables 4.9 and 4.10, respectively, were utilized to derive the tests for goodness of fit for the model regression employed in this investigation.

The model's fit to the data is shown by its coefficient of determination ( $R^2$ ), which is at 0.797. This specifies that over 64% of the total variations in the academic attainment of LHI in North Eastern Nigeria may be explained by independent variables taken together. Additionally, serial autocorrelation completely disappears according to the Durbin-Watson test of autocorrelation. This is due to the fact that, at a 5% significant level, the computed value of DW (2.018) is between the lower (1.61) and higher (2.39) critical values of DW. This outcome demonstrates that serial autocorrelation does not exist in the model that was employed. As a result, the model's parameter estimations are reliable and effective.

Furthermore, the ANOVA model's findings in Table 4.10 showed an F-value (233.821) with a p-value  $< 0.05$ . The model is statistically significant at 5%, according to this. The total model fitness was further illustrated by this.

**Table 4.9: Model Summary for Multiple Linear Regression Analysis**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.797 <sup>a</sup>	.635	.615	.31484	2.018

a. Predictors: (Constant), Career Aspiration, Self-esteem

b. Dependent Variable: Academic Achievement

Source: Field Work (2022)

**Table 4.10: ANOVA (Model Fitness)**

Model		Sum of Squares	df	Mean Square	F	Sig .
1	Regression	123.953	2	61.977	233.821	.000 <sup>b</sup>
	Residual	92.241	348	.265		
	Total	216.194	350			

a. Predictors: (Constant), Career Aspiration, Self-esteem

b. Dependent Variable: Academic Achievement

Source: Field Work (2022)

#### iv.) Post Regression Diagnostic Test (PRDT)

Prior to generalizing the results, the regression model underwent validation through a series of post-regression diagnostic tests (PRDT). These tests included an added value plot, an assessment for heteroskedasticity, and an evaluation of multicollinearity using the Variance Inflation Factor (VIF). Additionally, the analysis examined the research variables for multicollinearity, as this phenomenon can inflate the estimated standard errors and reduce the chances of individual variable coefficients reaching statistical significance. A tolerance value below 0.10 indicates a

significant collinearity, per Myers (1990). Additionally, according to Menard, a variable inflation factor (V.I.F.) value larger than 10.00 denotes a considerable degree of collinearity, which exposes faultier data. According to the study's analysis, every variable had a V.I.F. value that was between 1 and 4, which is within the range established by Myers (1990). The tolerance value was within Myers' (1990) criterion, ranging from 0.522 to 0.620.

**Table 4.11: VIF and Tolerance Test for Multicollinearity**

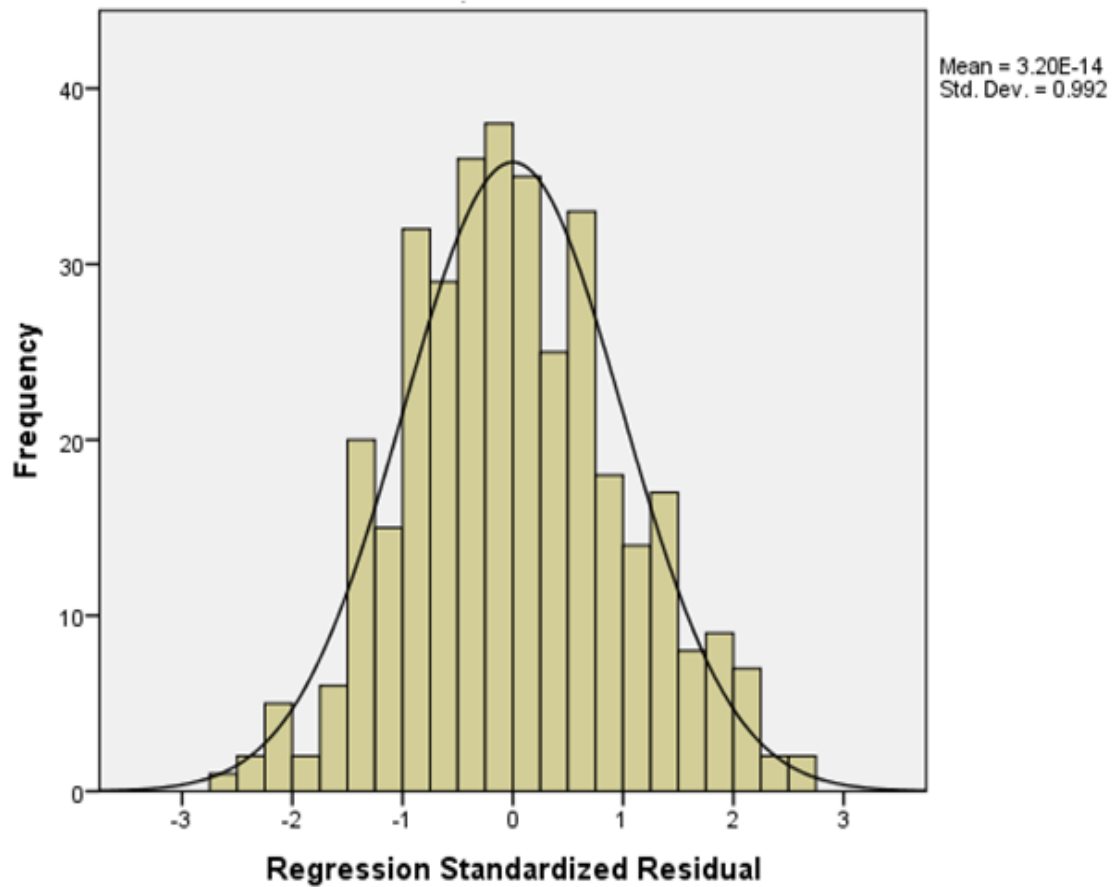
Model	Collinearity Statistics	
	Tolerance	VIF
Self-esteem	.550	1.818
Career Aspiration	.549	1.823
Academic Achievement	.589	1.699

**Source: Field Work (2022)**

#### v.) **Heteroscedasticity and Linearity**

Plotting ZRESID versus ZPRED (standardised residuals against standardised projected values) was done to determine the degree of heteroscedasticity and linearity. The P-Plot results in Figure 4.10 demonstrate that almost all of the data points lie extremely close to the ideal diagonal line, confirming the absence of heteroscedasticity and non-linearity. Similarly, Figure 4.11's scatter plot illustration demonstrates that the points are uniformly and randomly distributed over the plot. This pattern indicates that the linearity and homoscedasticity requirements have been satisfied. The absence of heteroscedasticity validates the accuracy and dependability of the regression results derived from the data. The five Likert scale answer categories

were transformed into numerical ratings ranging from 1 to 5, making them appropriate for use in multilinear regression analysis (MRA).



**Dependent Variable:** Academic Achievement

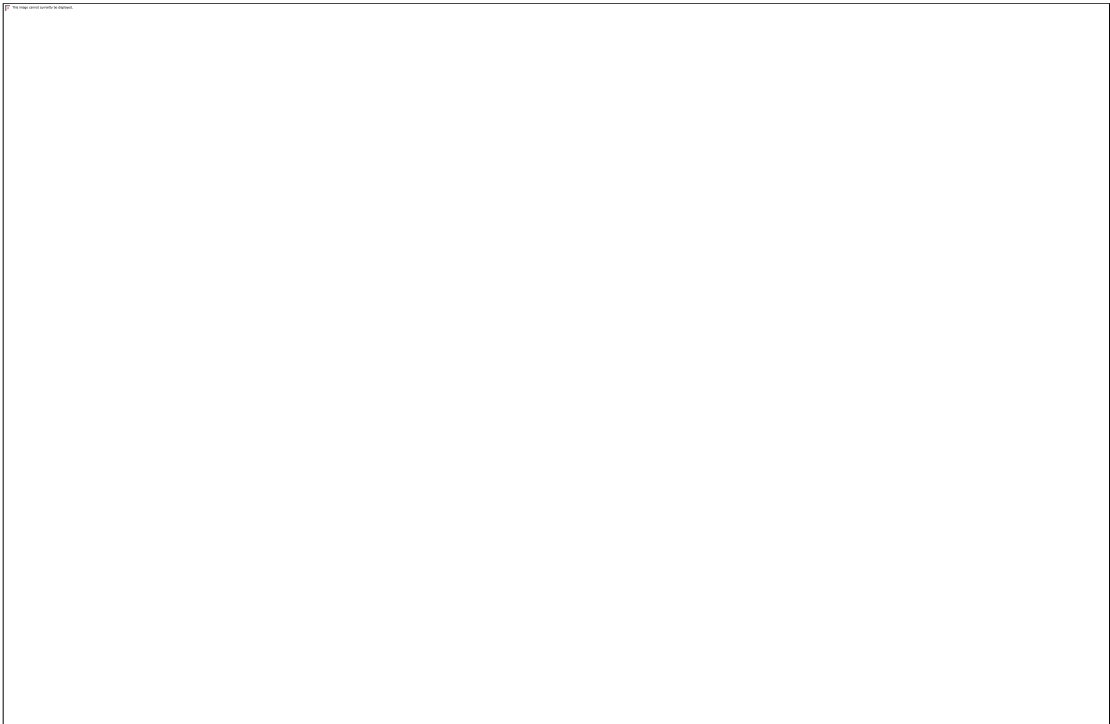
**Figure 4.9: Histogram of Standardized Residual**

**Source:** Field Work (2022)



**Dependent Variable:** Proportion of Female Employees

**Figure 4.10: Normal P-P Plot of Regression Standardized Residual**



**Figure 4.11: Scatter Diagram Plot**

vi.) **Outcome Regression Analysis**

Table 4.12's regression analysis results demonstrate that both independent variables; self-esteem and career aspiration significantly contribute to the academic attainment of LHI. In particular, the findings showed that self-esteem had a coefficient value ( $t = 10.756$ ,  $B = 0.441$ ,  $P\text{-value} = 0.001$ ), suggesting that self-esteem may be responsible for approximately 44.1% of the variation in academic success among children with hearing impairments. Likewise, the coefficient value for career desire is  $t = 6.184$ ,  $B = 0.303$ ,  $P\text{-value} = 0.000$ , suggesting that it may explain around 30.3% of the variance in academic performance among LHI.

**Table 4.12: 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	.000
Self-esteem	.643	.040	.611	15.942	.000
Career Aspiration	.703	.102	.264	6.895	.000

a. Dependent Variable: Academic Achievement

Source: Field Work (2022)

According to the results of the hypothesis test, the academic achievement of hearing-impaired pupils in North Eastern Nigeria is impacted by both their career aspirations and sense of self. This finding demonstrated that students of both sexes perform better when their self-esteem and career goals are greater. This supports the

prior research by Debasmita (2016) and Downes (2018), which found that excellent student performance was associated with high self-esteem and career aspirations. Also, previous research by Mohammad (2020) and Arshad et al. (2019) demonstrated that while self-esteem does not change considerably across male and female learners, it does interact strongly with professional aspirations to improve performance. The authors came to the conclusion that, in some situations, students' performance can be improved by the interaction of self-esteem with other elements, such as job aspirations.

The existing research did not specifically examine gender differences in student performance. However, the findings confirm that students with hearing impairments have similar levels of career aspirations and self-esteem, regardless of gender. According to research by Burton and Parks (2018) and Downes (2018), which found that males and females had identical self-esteem that differed just slightly, this suggests that self-esteem is gender independent. Some previous studies have identified peer pressure, interpersonal interactions, media availability, and overall social background as additional associated variables. These varied greatly in terms of gender or professional goals, and they might all indicate potential learning outcomes if any or all of the variables have a substantial interaction with self-esteem. However, the results of Sadaat et al. (2020), who found a negligible variation in students' performance according to varying degrees of self-esteem, were not the same as those of the current study. This could be because the Sadaat et al. study was carried out in Iran, where a government program was organised to help students develop their psychological makeup in order to fend against European nations' aggressiveness and the so-called common enemy.

Academic achievement, career goals, and self-esteem were shown to be significantly correlated among students with hearing impairments in North Eastern Nigeria. This suggests that professional aspirations and self-worth work together to improve academic achievement. The findings imply that students' self-esteem and career goals might have a favourable impact on their academic performance even in the face of hearing impairments. This is consistent with other studies by Obura (2017) and Knigge and Hannover (2018), which highlighted the close connection between academic performance, self-esteem, and career aspirations. The results concur with those of Kaitlin et al. (2019), who pointed out that job goals and self-worth are important drivers of increased student interest in learning. In a similar vein, Iweka (2017) demonstrated how job goals and self-esteem interact to affect junior secondary students' academic performance in Rivers State. Furthermore, among high school students in Kisumu Municipality, Kenya, Migunde et al. (2012) found a substantial correlation between academic achievement, gender, and job goals. The study found that self-esteem and professional goals are more important than gender and school type, particularly in mathematics.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The research is aimed to determine how self-esteem and career goals connect to the academic performance of LHI at special secondary schools in northeastern Nigeria. The study's results, conclusions, and suggestions for more research are summarized in this section.

#### 5.2 Summary of the Findings

The research's summaries are summed up using the demographic information and research hypotheses that served as its foundation.

##### 5.2.1 Summary of Findings Descriptive Analysis

1. Most students (54.7%) were male while the remaining 45.3% were female across the sampled schools in North Eastern, Nigeria.
2. Most students (46.7%) have moderate levels of self-esteem, while 23.9% were those with high self-esteem and the remaining 28.5% were those with low self-esteem in North Eastern, Nigeria.
3. Teaching (44.4%), farming (31.6%), business and finances (33.6%) and mass media (34.8%) were the career choice mostly taken by LHI in North Eastern, Nigeria

##### 5.2.2 Summary of Findings from Tested Hypotheses

H<sub>01</sub>: There is no significant relationship between self-esteem and academic achievement in English Language among learners with hearing impairment in special senior secondary schools.

The results of the first hypothesis demonstrate a solid correlation between the academic achievement of English language LHI in North Eastern Nigeria and their self-esteem ( $B = 0.76$ ,  $r=0.718$ ,  $p\text{-value} = 0.00$ ). This indicates that learners are more inclined to accept responsibility for their achievement when they feel good about themselves. This is exemplified by their internal locus of control, which involves pupils committing to their own achievement rather than relying on instructors or other outside influences. To put it briefly, the first hypothesis proved that students who had a high sense of self-worth could do rather well academically.

H<sub>0</sub><sub>2</sub>: There is no significant relationship between career aspirations and academic achievement in English Language among learners with hearing impairment in special senior secondary schools.

The study's second hypothesis sought to determine whether the academic performance of LHI at special secondary schools in North Eastern Nigeria was correlated with their job aspirations. The results of the correlation uncovered a moderate association between the academic accomplishment of English language learners with hearing impairments in North Eastern Nigeria and their self-esteem ( $B=0.66$ ,  $r=0.512$ ,  $p\text{-value}$  of  $0.00$ ). As a result, there is a constant correlation between learners' academic success and their leadership, educational, and achievement aspirations. This suggests that students' aspirations for the future shape their dedication to learning, which in turn supports their academic success in the classroom.

H0<sub>3</sub>: Self-esteem and career aspirations together do not predict academic achievement in English Language among learners with hearing impairment in special senior secondary schools.

The third hypothesis sought to forecast the academic attainment of LHI in North Eastern Nigeria by utilizing each student's self-esteem and career goals. Self-esteem had a coefficient value ( $t=10.756$ ,  $B =0.441$ ,  $P\text{-value} = 0.001$ ) according to the study's multiple linear regression analysis, whereas career desire had a coefficient value ( $t=6.184$ ,  $B =0.303$ ,  $P\text{-value} = 0.000$ ). According to the analysis's findings, self-esteem may be responsible for around 44.1% of the difference in hearing-impaired pupils' academic attainment. Similarly, almost 30.3% of the variance in the academic performance of individuals with hearing impairments may be explained by employment aspirations.

This demonstrates that learners' academic attainment is directly impacted by both their sense of self-worth and their desire for a job. Because self-esteem is a combination of an individual's inner will and locus of control, students who have high self-esteem may feel pressured to do better, and students who have certain vocations in mind may read more about those topics. In terms of the English Language being an official language in Nigeria from basic to tertiary institutions, it remains pertinent for any students who aspire to good posts as well as have good self-esteem to pay more attention toward learning and practising of English Language in order to excel in the academic performance and able to achievement the set target and career choice.

### **5.3 Conclusion of the Study**

#### **Relationship between Self-Esteem and Academic Achievement**

This research uncovered that among learners with hearing impairments attending special senior secondary schools in North-Eastern Nigeria, academic success in English and self-esteem have a somewhat favourable association. According to the results, students who have greater self-esteem typically do better in English language classes. This association suggests that helping these kids develop a good self-image and confidence in their academic skills might have a major positive influence on their academic success.

#### **Relationship between Career Aspirations and Academic Achievement**

Also, the study found that among students with hearing impairments, academic success in English and career goals have a moderately positive association. Students who have specific, ambitious career goals are more driven to succeed academically because they recognise how crucial academic achievement is to achieving their long-term professional objectives. This emphasises how important it is to establish and foster professional goals in order to enhance academic attainment.

#### **Predictive Value of Self-Esteem and Career Aspirations on Academic Achievement**

The findings uncovered that among learners with hearing impairments, self-esteem and job goals are strong determinants of academic success in English. A significant amount of the variation in academic achievement may be explained by the combined effects of these two elements. In order to promote academic achievement, this research emphasizes the significance of comprehensive educational interventions that target both self-esteem and professional goals. Strong professional goals and a

high sense of self-worth make students more likely to be committed to their studies, which improves academic performance.

The combined impact of career aspirations and self-esteem on academic achievement is amply demonstrated. To promote improved academic achievement among students with hearing impairments, educational stakeholders including educators, legislators, and parents should concentrate on improving these qualities. By giving self-worth and career goals top priority, we can foster a more encouraging and supportive learning environment that supports these kids' overall growth and achievement.

## **5.4 Recommendations**

The research's results led to the following recommendations:

### **5.4.1 Recommendation for Finding on Self-Esteem and Academic Achievement**

According to the study, self-esteem and academic success in English among students with hearing impairments are somewhat positively correlated. To enhance this relationship, it is recommended that schools implement self-esteem-building programs. These programs could include workshops, counselling sessions, and extracurricular activities that focus on developing a positive self-image and confidence in students' abilities. Additionally, teachers and parents should use positive reinforcement techniques to acknowledge and celebrate students' achievements, regardless of their size. This can help boost students' self-esteem and motivate them to strive for academic success. Establishing peer support groups where learners can share experiences, challenges, and successes is also recommended. These groups can provide emotional support and a sense of belonging, further enhancing self-esteem.

#### **5.4.2 Recommendation for Finding on Career Aspirations and Academic Achievement**

As per the study, there is a somewhat favourable correlation between learners with hearing impairments' academic success in English and their professional goals. Regular career counselling sessions should be offered by schools to assist students discover their interests and establish reasonable professional objectives in order to strengthen this relationship. Counsellors can guide students on the academic requirements for their desired careers and help them create a roadmap to achieve their aspirations. Additionally, inviting professionals from various fields to speak with students about their careers can inspire students to aim high and work towards their career goals. Integrating discussions about career aspirations into the curriculum can also be beneficial, as it allows students to connect their academic efforts with their future goals, making learning more relevant and engaging.

#### **5.4.3 Recommendations for Finding on Self-Esteem and Career Aspirations on Academic Achievement**

The results showed that students with hearing impairments' academic performance in English is significantly influenced by their self-esteem and career aspirations. In order to benefit from this realisation, a thorough educational approach that emphasises both self-esteem and professional objectives should be put into place. This approach may include collaboration among teachers, counsellors, and parents to foster a supportive atmosphere that cultivates these essential qualities. Creating individualized learning plans that take into account students' self-esteem levels and career aspirations can ensure that educational activities and interventions meet the specific needs and goals of each student. Promoting parental involvement in their

children's education is equally crucial. In addition to being prepared with techniques to assist their children's academic and personal development at home, parents should be educated on the value of self-worth and professional goals. Educational stakeholders may foster a more encouraging and supportive atmosphere for students with hearing impairments by putting these suggestions into practice, which will eventually improve their academic performance, career aspirations, and self-esteem.

### **5.5 Further Research**

The aim of the research was to explore the connection between self-esteem, career aspirations, and academic performance among learners with hearing impairments in secondary schools located in North Eastern Nigeria. The results, derived from multiple linear regression analysis, indicated that self-esteem and career aspirations together explained approximately 74.2% of the variation in learners' academic achievements in English. This highlights the significant impact that both self-esteem and career aspirations have on academic success in this subject. Consequently, it is essential to conduct further empirical research to identify various factors affecting self-esteem and career aspirations in students with hearing impairments. Such research could provide schools with valuable insights on how to effectively enhance self-esteem and career aspirations, ultimately equipping learners for greater academic engagement and success.

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**APPENDICES****APPENDIX I: LETTER OF REQUEST FOR COMPLETION OF  
QUESTIONNAIRE**

Dear Participants,

My name is Yahya Umar Magaji. I am a PhD student in department of Early Childhood care and special needs education in Kenyatta University. I am conducting a research on relationship between Self-Esteem, Career Aspirations and Academic Achievement among learners with hearing impairment in special schools, North Eastern Nigeria.

I respectfully ask that you respond to this interview. The replies will not be shared, and the research's data will only be utilized for academic reasons. Respondents' names are not required.

If you have any questions, you can reach me at:

Mobile number: +254741324003, +2347038693088, Email:

[yahyaumarmagaji@gmail.com](mailto:yahyaumarmagaji@gmail.com).

Thanks in advance.

Yours Faithfully

Yahya Umar Magaji

## APPENDIX II: LEARNERS' SELF-ESTEEM

### SECTION A: Demographic Information

To indicate your answers as applicable to the following items, please fill in the blanks or mark (✓):

1.) What is your gender?

a.) Male ( );    b.) Female ( )

### SECTION B: Self-Esteem Scale (Modified RSES) Questionnaire

Kindly mark (✓) the option that most accurately describes you. (Indicate the level to which these statements on self-esteem are true of you)

S/n	Self-Esteem Items	VHL	VL	ML	LL	VLL
1.	In general, I'm content with who I am.					
2.	There are moments when I feel like I am worthless.					
3.	I think I have a lot of good qualities.					
4.	I am able to do jobs as efficiently as most people.					
5.	I don't believe I have anything to be particularly proud of.					
6.	I do feel useless sometimes.					
7.	In someone who is just as valued as everyone else, I think that is true.					

8.	I want to be more respectful of myself.					
9.	When everything is taken into account, I tend to feel like a failure.					
10.	Regarding myself, I am hopeful.					
11.	I know right steps to take when having academic trouble.					
12.	At times, I don't know how to make use of my abilities					
13	I learn about myself always.					
14	I do find it hard to decide by myself when there are too many possibilities.					
15	I am not always feel good in midst of others.					
16	I typically put the interests of other pupils above my own.					

**APPENDIX III: LEARNERS' CAREER ASPIRATION QUESTIONNAIRE  
(LCAQ)**

A list of jobs and occupations is provided below, along with a selection of jobs that fall under each category. Examine them thoroughly and respond to the following questions;

<b>Technical</b>	<b>Medical</b>	<b>Teaching</b>	<b>Business and finance</b>
Machine operator	Medical doctor	Primary school	Business man/ lady
Welder	Registered nurse	Secondary school	Accountant
Electrical engineer	Physical therapy assistant	Pre-school teacher	Bank clerk
Mechanical engineer	Pharmacist	College/University	Financial analyst
Civil Engineer	Mid-wifely		
Auto-mechanic	Clinical Officer		
<b>Agriculture</b>	<b>Legal services</b>	<b>Transport/Aviation</b>	
Farmer	Lawyer	Pilot	
Agricultural engineer	Court clerk	Driver	
Veterinary officer	Judge	Air hostess	
Sale			

<b>Computing</b>	<b>Mass media</b>
Computer operator	Photo journalist
Systems analyst	Radio/TV presenter
Computer technicians	Editor

1. From the list given above, select the extent to which you Strongly Agreed (SA) to Strongly Disagreed (SD) to the job family you would like to work with after school.

5 = Strongly Agreed (SA)

4 = Agreed (A)

3 = Undecided (U)

2 = Disagreed (D)

1 = Strongly Disagreed (SD)

S/No.	Occupational Aspiration	SA	A	U	D	SD
1.	Technical					
2.	Medical					
3.	Teaching					
4.	Computing					
5.	Business and Finance					
6.	Legal Services					
7.	Agriculture					
8.	Transport/Aviation					
9.	Mass Media					

**SECTION B**

**Instruction:** Compassionate rate the following items by ticking in the response box Strongly Agreed (SA) to Strongly Disagreed (SD). Please be absolutely truthful. Your responses are kept fully private and will only be helpful if they truly reflect who you are.

**Key to Scoring of Items:**

5 = Strongly Agreed (SA)

4 = Agreed (A)

3 = Undecided (U)

2 = Disagreed (D)

1 = Strongly Disagreed (SD)

<b>Items</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
<b>Achievement Aspirations</b>					
1. I aspire to rank among the top students in my class.					
2. I want my contributions to my profession to be long-lasting.					
3. I want my instructors to acknowledge my efforts at school.					
4. I value doing well in my academic endeavours.					
5. I'll put in a lot of effort in school to achieve my professional objectives.					
6. I don't care if I'm among the top in my class.					
<b>Leadership Aspirations</b>					
7. I want to get to the position of leadership in my line of					

work.					
8. I don't intend to put in the effort to advance to a leadership role inside the company or organisation where I now work.					
9. I would like to oversee other employees once my profession is established.					
10. I don't think it's that vital to become a leader in my career.					
11. I want to advance to a position of leadership in my line of work.					
12. I want to become the best leader in my sector of work.					
<b>Educational Aspirations</b>					
13. My goal is to become as educated as possible in my line of work.					
14. I intend to get more education in my desired field of work.					
15. I constantly want to be aware of the latest developments in my line of work.					
16. I'll put in a lot of effort in school to stay up to date on the latest information in my field of employment.					
17. In order to acquire specialised expertise in my line of work, I intend to enrol in an advanced education program.					

**APPENDIX IV: PROFORMA: STUDENTS' MOCK RESULTS COLLECTION****FORM**

SCHOOL.....

CLASS.....

S/No.	Name	Grade	Remark
1			
2			
3			
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## APPENDIX V: SAMPLE SIZE FOR SCHOOLS USING COCHRAN'S (1977)

### SAMPLE SIZE FORMULA

The sample size (n) is calculated according to the formula:

$$n = [z^2 * p * (1 - p) / e^2] / [1 + (z^2 * p * (1 - p) / (e^2 * N))]$$

Where:  $z = 2.05$  for a confidence level ( $\alpha$ ) of 96%,  $p =$  proportion (expressed as a decimal),  $N =$  population size,  $e =$  margin of error.

$$z = 2.05, p = 0.5, N = 1169, e = 0.0458$$

$$n = [2.052 * 0.5 * (1 - 0.5) / 0.04582] / [1 + (2.052 * 0.5 * (1 - 0.5) / (0.04582 * 1169))]$$

$$n = 500.8605 / 1.4285 = 350.632$$

$$n \approx 351$$

The sample size (with finite population correction) is equal to **351**

**Table: Showing Application of Proportionate Stratified Random Sampling Technique**

S/No.	School	Number of students (population)	Sample selected (27% of each population)
1.	School A	345	$30 * 345 / 100 = 104$
2.	School B	298	$30 * 298 / 100 = 89$
3.	School C	269	$30 * 269 / 100 = 81$
4.	School D	257	$30 * 256 / 100 = 77$
	<b>Total</b>	<b>1,169</b>	<b>351</b>

**APPENDIX VI: NIGERIAN MAP SHOWING SIX STATES IN NORTH  
EASTERN REGION**



**Source: Umar (2015)**

## APPENDIX VII: RESULTS OF RELIABILITY TESTS

### Scale: Learners' Self-esteem Rosenberg Scale (LSRS)

#### Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded <sup>a</sup>	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.810	.820	16

**Scale: Learners' Career Aspirations Questionnaire (LCAQ):****Case Processing Summary**

		N	%
Cases	Valid	400	100.0
	Excluded <sup>a</sup>	0	.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

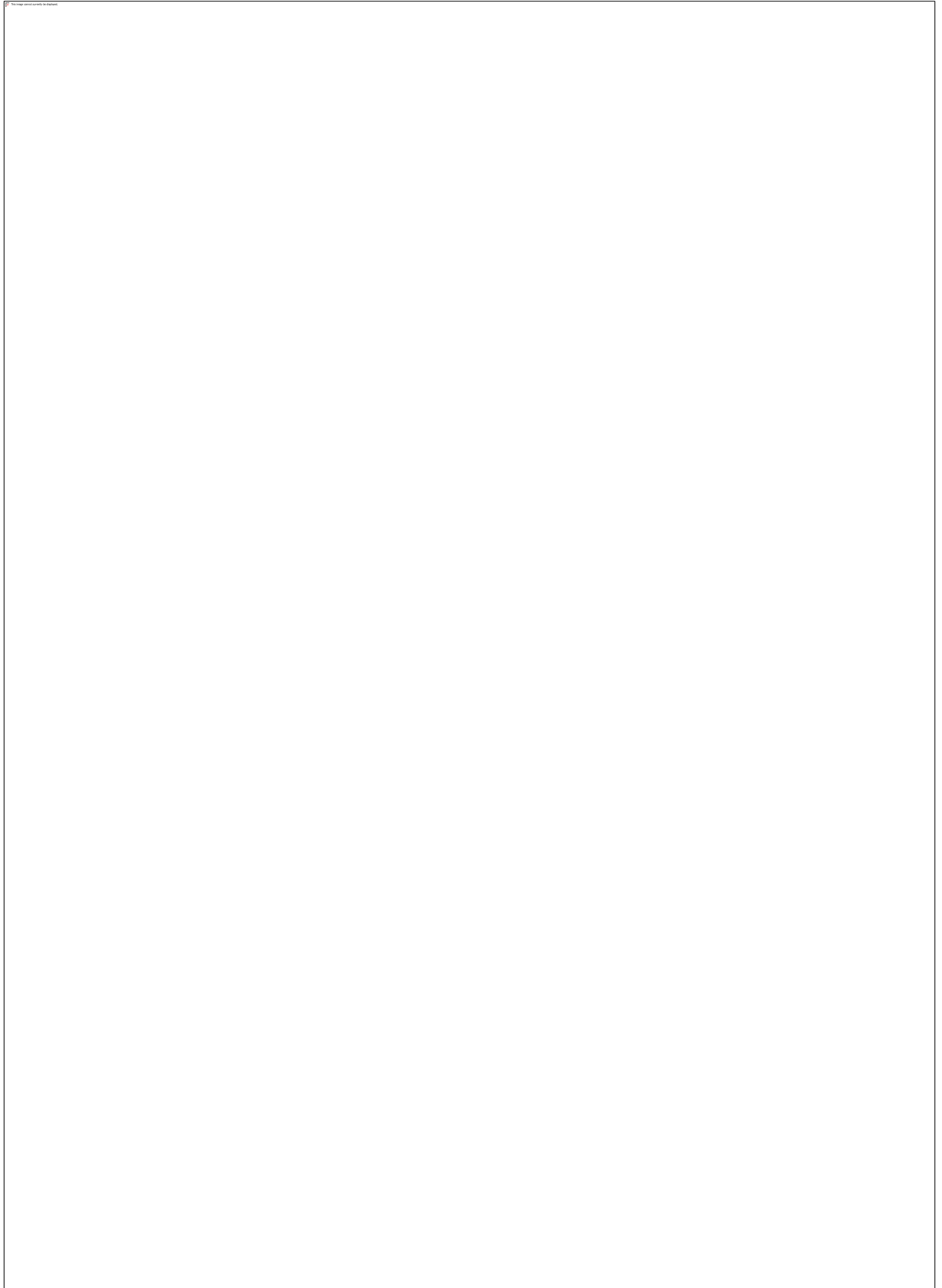
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.850	.840	26

**APPENDIX VIII: RESEARCH AUTHORIZATION LETTER BY MINISTRY  
OF EDUCATION**

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**APPENDIX IX: APPROVAL LETTER FOR RESEARCH PROPOSAL**

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**APPENDIX X: RESEARCH AUTHORIZATION LETTER FROM  
GRADUATE SCHOOL**

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