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CORRELATES OF ACADEMIC STRESS AMONG STUDENTS WITH HEARING IMPAIRMENT IN IBADAN, OYO STATE, NIGERIA

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Abstract

This study investigated the correlates academic stress among students with hearing impairment in Ibadan, Nigeria. The descriptive survey research design of the correlational type was used to carry out the study. A total of 100 hundred students with hearing impairment from three secondary schools were selected using purposively sampling technique. Four instruments namely: academic stress scale, self-concept inventory, parental involvement scale and emotional intelligence Questionnaire were used for data collection. Three research questions were raised to guide the conduct of the study. Data were analysed using Pearson Product Moment Correlation Coefficient and Multiple Regression. Results showed that there was a significant relationship between Emotional Intelligence, Self Concept, Parental Involvement and Academic Stress among students with hearing impairment. Also, there was significant joint contribution of emotional intelligence, self-concept and parental involvement to academic stress. The relative contribution of the independent variables to dependent variable showed the following order: self-concept, emotional intelligence and parental involvement. It was recommended that the parents and teachers should help the students with hearing impairment reduce academic stress among them.

Key words: academic stress, emotional intelligence, parental involvement, students with hearing impairment

Introduction

Academic stress is one of the obstacles secondary school students struggle to overcome in order to achieve optimal academic performance. Krishan (2014) defined academic stress as a demand related to academics that exceed the available resources (internal or external) as cognitively appeared by the student involved. Academic stress echoes individual's perception of academic frustration, conflict, pressure and anxiety which are synonymous with the components of academic stress. It can have multiple consequences for students and affect their life in various ways. Such consequences include poor performance in school McKenzie and Schweitzer (2001); physical and mental health conditions (Cahir and Morris, 1991). Several studies on the effects of academic stress on the students conclude that it is a risk factor and, if not managed effectively, can build to such an extent as to impact the academic performance of students and adversely affect the quality of their life.

Academic stress has been identified as one of the limiting factors in learning outcomes (Ezenwanne 2015). Similar findings were also reported by Akinsola and Nwajei (2013) who found that test anxiety, depression and academic stress were negatively associated with academic performance. Banerjee (2001), reports that each year about 25,000 students between 18-20 years commit suicides because of examination and other academic stressors. Students express their academic stress in form of depression, behavioural problems and sometimes suicide. Literature showed that students with hearing impairment had more stress compared with their normal hearing counterparts. Depression, stress and anxiety are the most common

psychological problems among students with hearing impairment, since they are more prone to psychological problems due to increased physical and behavioral problems, delays in access to services, and factors associated with academic failure and various abuses (Dufeu and Ferguson, 2003).

The influence of academic stress on students with hearing impairment is enormous. High levels of academic stress have been found to lead to poor outcomes in the areas of exercise, nutrition, substance use, and self-care (Weidner, Kohlmann, Dotzauer, and Burns, 1996). Academic stress is caused by environmental and internal demands that need to be managed in order to cope with the situation. These environmental and internal demands may vary from person to person, these demands range from home to personal factors which include self-concept, emotional intelligence and parental involvement. Self-concept is an internal model which comprises self-assessments. Self-concept development is a continuous process (Jain, Pasrija and Divya, 2015). Self concept is inherently the views one has about self (Sheridam, 2001). Saraswat and Gaur (1981) defined self concept as the individual's way of looking at self. It also signifies one's way of thinking, feeling and behaving. Meanwhile, psychologists have recognized the important role of self-concept in an individual's personal adjustment while educators are becoming increasingly aware that a student's perception of himself/herself may have a significant influence on his/her academic performance in school.

Emotional intelligence on the other hand can be defined as 'knowing what feels good, what feels bad and how to get from bad to good'. Marquez, Martin, and Brackett (2006) reported that emotional intelligence had relationship with social competency and academic achievement among high school students. Hussain (2003) reported that emotional development of children with hearing impairment is not similar to their hearing peers. They have been found to be have poor self-concept, resentful and do not trust others (Waheed, 2007), and have low achievement levels and appear to be immature (Akram and Hameed, 2014). Moreover, Wahid and Ishfaq (2000) reported that only 20% of students with hearing impairment can understand and respect the feelings and emotions of others.

The disparity in emotional intelligence of students with hearing impairment and their hearing counterpart may be as result of early hearing assessment and intervention, hearing status of the family members, level of hearing loss, and mode of communication use by the family of students with hearing impairment. Calderon (2000) reported that although parental involvement in a child's school-based education programme can positively contribute to academic performance, parental communication skill is a more significant predictor of positive language and academic development. The family who provided the healthy environment and strong relationship atmosphere are helpful for their children to become successful members of the society. (Calderon and Greenberg, 1993; Caldern, Green and Kusche, 1991)

Academic stress has a way of hindering academic and social development of Students with hearing impairment. Although, there has been several studies on their academic and social adjustment, but little success has been recorded as far as the factors that are contributing to academic stress among them. This study therefore, examined home and school factors as correlates of academic stress among students with hearing impairment in Ibadan, Nigeria.

Statement of the Problem

Secondary school students with hearing impairment have many obstacles to overcome in order to achieve optimal academic performance. Stress has also been found to be a major contributing factor to poor academic performance. Although an optimal level of stress can enhance learning ability, but, too much stress can cause physical and mental health problems and may affect the academic achievement of students. Academic stress is the product of a combination of academic related demands that exceed the adaptive resources available to an individual. If a student is unable to cope effectively with academic stress, then serious psycho-social-emotional health consequences may result. Students who experience mental and physical health problems are then at greater risk for poor academic performance, thus

increasing academic stress and perpetuating a cycle of stress, maladaptive coping, and compromised health.

Academic stress may occur workload, poor academic performance, high self-expectation, preparation for tests, low interest in a particular subject, missing classes and teacher’s punishment. Studies have been carried on the academic performance of students with hearing impairment, but little attention has been paid on the factors that have been contributing to academic stress among them. This study examined some correlates of academic stress among secondary students with hearing impairment in Ibadan, Oyo state, Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What is the relationship between parental involvement, self-concept, emotional intelligence and academic stress among students with hearing impairment in Ibadan?
2. What is the joint contribution of parental involvement, self-concept and emotional intelligence to academic stress among students with hearing impairment in Ibadan?
3. What is the relative contribution of parental involvement, self-concept and emotional intelligence to academic stress among students with hearing impairment in Ibadan?

Methodology

The descriptive survey research design of the correlational type was adopted to carry out the study. This is because the researchers examined the relationship among the variables and variables of interest were not manipulated. The population comprised all students with hearing impairment in three secondary schools in Ibadan. The sample comprised 100 male and female students with hearing impairment selected from Methodist Grammar School, Bodija, Ibadan, Ijokodo High School, Ijokodo, Ibadan and Andrew Foster Memorial College, Onireke, Ibadan. The purposive sampling technique was used to select the sample for the study. Four instruments, namely:- Academic Stress Scale, Self Concept Scale, Parental Involvement Scale and Emotional Intelligent Questionnaire were used for data collection. Data collected were analysed using Pearson Product Moment Correlation and Multiple Regression Analysis.

Result

RQ₁: What is the relationship between Emotional Intelligence, Self Concept, Parental Involvement and Academic Stress among students with hearing impairment?

Table 1: Inter-correlation Matrix of independents and dependent variables

<i>Variables</i>	<i>Academic self-concept</i>	<i>Gender</i>	<i>Study habits</i>	<i>Parenting styles</i>
Academic Stress	1			
Emotional Intelligence (P value)	.604** .000	1		
Self-concept (p value)	.626** .000	.625** .010	1	
Parental Involvement (p value)	.517** .000	.715** .000	.565** .000	1
Mean	35.07	59.11	44.11	22.96
Standard Deviation	6.72	9.17	8.01	4.38

Table 1 showed that there was a significant relationship between Emotional Intelligence, Self-concept, Parental Involvement and Academic Stress among students with hearing impairment. That is, emotional intelligence ($r = .604, N= 100, p < .05$), self concept ($r = .626, N= 100, p < .05$) and parental involvement ($r = .517, N= 100, p < .05$) have significant with academic stress.

RQ₂: What is the joint contribution of Emotional Intelligence, Self-concept, Parental Involvement and Academic Stress among students with hearing impairment?

Table 2: Summary of Regression Analysis of the combined prediction of Emotional Intelligence, Self Concept, Parental Involvement and Academic Stress among students with hearing impairment

.r	R Square	Adjusted R Square	Std. Error of the Estimate
0.685	0.469	0.452	4.97699

SUMMARY REGRESSION ANOVA						
	Sum of Squares	Df	Mean Square	F	P	Remark
Regression	2098.550	3	699.517			
Residual	2377.960	96	24.770	28.240	0.000	P<0.05 Sig.
Total	4476.510	99				

Table 2 showed that there was a significant joint contribution of emotional Intelligence, Self Concept, parental involvement to academic Stress among students with hearing impairment. That is the independent variables (emotional Intelligence, Self Concept, parental involvement). Jointly contributed to academic stress. The table also shows a coefficient of multiple correlations (R) of 0.685 and a multiple R square of 0.469. This means that 45.2% (Adj. $R^2=0.452$) of the variance in the academic stress is accounted for by the independent variables, when taken together. The significance of the composite contribution was tested at $p<0.05$ using the F- ratio at the degree of freedom (df- 3/96). The table also showed that the analysis of variance for the regression yielded a F-ratio of 28.240. The above result is significant at 0.05 level. This posits that, all the independent variables (self-concept, emotional intelligence and parental involvement) were good predictors of academic stress of the sample.

RQ₃: What is the relative contribution of Emotional Intelligence, Self Concept, Parental Involvement and Academic Stress among students with hearing impairment?

Table 3: Relative contribution of the independent variables to the dependent variables (Test of significance of the regression coefficients)

Variables	Unstandardized Coefficients		Standardized Coefficients		Sig.	Remark
	(B)	Std. Error	Beta	t		
Model (Constant)	4.681	3.405	-	1.375	.172	-
Emotional Intelligence	.221	.084	.302	2.624	.010	P>0.05(Not Sig.)
Self Concept	.329	.082	.393	4.021	.000	P<0.05(Sig.)
Parental Involvement	.121	.167	.179	2.235	.041	P<0.05(Sig.)

Table 3 reveals that there was significant relative contribution of the independent variables to the dependent variable, expressed as beta weights. There is correlation coefficient of emotional Intelligence, self concept, parental involvement on the dependents variable (Academic stress) among students with hearing impairment. Using the standardized regression coefficient to determine the relative contributions of the independent variables. Self concept ($\beta =.393$, $t = 4.021$, $p < 0.05$) indicates most potent contributor to the prediction, follow by

emotional intelligence ($\beta = 0.302$, $t = 2.624$, $p < 0.05$) and parental involvement ($\beta = 0.179$, $t = 2.235$, $p < 0.05$). It implies that self-concept and parental involvement have significant effect on the prediction of academic stress, while emotional intelligence has less significant effect.

Discussion

The study revealed that there was a significant relationship between emotional intelligence, self-concept, parental involvement and academic stress among students with hearing impairment. The result agrees with Banerjee (2001) who reports that each year about 25,000 students between 18-20 years commit suicides because of examination and other academic stressors, owing to poor emotional intelligence, poor self-concept and home related factors. Also, Busari (2016) investigated the relationship between emotional intelligence, self-esteem, anxiety and academic stress among gifted children in Oyo State, Nigeria. She reported that there was significant relationship among all the independent variables (emotional intelligence, self-esteem and anxiety) and academic stress.

The study also revealed that there was a significant joint contribution of emotional intelligence, self concept and parental involvement to academic Stress among students with hearing impairment. The implication is that self-concept, emotional intelligence and parental involvement were good predictors of academic stress among students with hearing impairment.

Busari (2016) corroborated this finding in the sense that there was significant relationship among emotional intelligence, self esteem and anxiety and academic stress. There was joint contribution of emotional intelligence, self-esteem and anxiety on academic stress among gifted students in Oyo state. Supporting this finding, Montes-Berges and Augusto, (2007) conducted study on nursing students and the results shows that emotional information helps to reduce stress.

The study also revealed that each of the independent variables contributed to academic stress among students with hearing impairment. That is, there was relative contributions of emotional intelligence, self concept, parental involvement to dependent variable (Academic stress) among students with hearing impairment. It implies that self-concept and parental involvement have significant effect on the prediction of academic stress. Supporting this finding, Busari (2016) in her study found out that there was relative contribution of emotional intelligence, self-esteem and anxiety on academic stress among gifted students in Oyo state. In terms of magnitude of contribution, emotional intelligence made the most significant contribution to the prediction. This was followed by self-esteem and anxiety in that order. Similarly, Sekar and Subburaj (2012) reported that emotional intelligence had significant contribution to academic stress.

Conclusion

This study had successfully brought to the fore the influence of self-concept, emotional intelligence and parental involvement on academic stress of students with hearing impairment in Ibadan, Oyo State, Nigeria. This study, thus, concluded that positive self-concept, high level of emotional intelligence as well as adequate and responsive parental involvement will not only help in managing academic stress among students with hearing impairment but will go a long way to boost and sustain the students' academic performance and achievement.

Recommendations

The following recommendations have been made, based on the results of the study:

- School authorities should provide adequate awareness on the causes of academic stress among students with hearing impairment and proffer solutions to such problems.
- Counselling services should be provided in secondary schools for students with hearing impairment in order to teach them how to cope with academic stress.

- The Parents of students with hearing impairment should be encouraged to be involved adequately in the academic of their children.
- The students with hearing impairment should be assisted by the teachers and their parents, to maintain high self-concept despite their disability.
- The students with hearing impairment should be encouraged to maintain high level of emotional intelligence.

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