

Full Length Research

Effect of Gender and Parental Education on Library Orientation Phobia by Students with hearing impairment in the department of Special Needs Education at Alvan Ikoku federal University of Education, Owerri Imo State

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This study investigated effect of gender and parental education on library orientation phobia by students with hearing impairment in the Department Of Special Needs Education at Alvan Ikoku Federal University of Education, Owerri Imo State. Library orientation phobia affects most students with hearing impairment in the classroom. A 3×2×2 factorial matrix was adopted with treatment at three levels and crossed with gender and parental education at two levels respectively (Male and Female and low and high parental education). Moderating variables are gender (male and Female) and Parental Education (high, and low) using census method as sampling techniques to ensuring that every students with hearing impairment in the Department of Special Needs Education at Alvan Ikoku Federal University of Education, Owerri Imo State, Nigeria were captured. The findings showed that the male participant had lower performance and participants' parents' education with formal education had higher mean score than the participants' parents' education with non-formal education that had lower mean score. This study recommended that sufficient number of teachers having efficiency in signing and comprehending library orientation should be provided. Again, establishing library club and holding discussion regarding the importance and application of library use to students with hearing impairment. Furthermore, library orientation learning can be popularized through quiz competition, library Olympiad among the students.

Key Words: Gender, Parental Education, Library Orientation and Phobia Hearing Impairment

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INTRODUCTION

The organ of hearing which is the ear, is one of the sense organs in the human body. It helps us pick sounds from the environment which are being translated in the brain for us to hear. The ear is made up of the outer ear, the mid-ear and the inner ear. The outer ear is the part of the ear we can see. It is made up of the pinna and the external auditory canal. The major function of the outer ear is to collect sound waves from the environment into the ear. The pinna, also is the part of the ear that beautifies the face for women who wear earrings. The external auditory canal is the round passage that runs towards the middle-ear. It contains glands to secrete wax into the ear to prevent the entry of dust and tiny insects into the ear. Gender and library orientation by students with hearing impairment has become a matter of considerable debate among lecturers and researchers in the field of education in recent times. Gender, in the present study, refers to inherent characteristics that are biologically influenced and differentiates male individuals from female individuals. It has been observed that gender differences such as are biologically inherent in male and female individuals may account for gender differences in overall academic achievement profiles in some specific academic subjects (Ademokoya and Shittu, 2007).

Hyde, Fennema, and Lamon (2000) conducted a study on analysis of gender differences in cognitive functioning of students with hearing impairment and found evidence that during the elementary school years, female students on the average, achieve better by earning higher grades in computation than their male counterparts. Collins and Kimura (2007) posit that male students typically achieve somewhat better than female students in library orientation. Few studies however indicated that gender differences in library orientation achievement profile of students may not always be present among some particular ethnic groups. Hispanic female students have been found to often demonstrate better ability in library orientation than Hispanic male students: findings that weaken the popularly-held argument for gender differences in library orientation achievement among students (Huston, 2003). It had been documented that genetic characteristics, socio-cultural values, and societal expectations often shape male and female students' interests and abilities in some subjects such as Mathematics. Studies have found that gender differences in specific academic abilities may be partly due to subtle biological differences in the brain, although environmental factors do play a role as well (Halpern and LaMay, 2000).

Parent's education influences the behaviour and decisions taken by students with hearing impairment. There is a tradition for social scientists to study this intergenerational link and its effects on students with hearing impairment development, health and various adult outcomes. Economists have mainly focused on the effect of parental educational background on income, social class, or exit from poverty. Typically these studies have found a strong link between the earnings of the father education and his children with hearing impairment. For example, the intergenerational correlation in earnings between father and son reaches between 0.40 and 0.50 (Solon, 2009) and (Dearden, Machin and Reed, 2007). As in other studies, we initially find that parental education has a significant effect on their students with hearing impairment educational attainment. Increasing parental education by one year increases the probability of staying in school of student with hearing impairment by 4 percentage. We identify the exogenous effect of parental education by relying on changes in compulsory school leaving age. This identification strategy estimates a local average treatment effect, since only parents who wished to leave school at 15, those with either a lower taste for education, a lower ability or a financial constraint, were affected by the reform. The Independent Variables estimates are therefore not directly comparable to the initial estimates. Assuming the endogeneity of parental education leads to estimates of mother's effect on the decision to remain in post-compulsory education that are twice as large. In almost all the models presented, we reject the endogeneity of parental education (Currie and Moretti, 2003).

Reitz (2004) defines library instruction as all activities involved in teaching users on how to make the best possible use of library resources, services and facilities including formal and informal instruction delivered by a librarian or other staff member one-on-one or in a group. Akimbola (2007), sees library instruction as a planned process and technique that is aimed at equipping library users the basic skills to enable them to optimally use resources available in a given library or libraries. To Ogunmodede and Emeahara (2010), assert that library instruction is various programmes of instruction, education and exploration provided by libraries to users to enable them make effective, efficient and independent use of information resources and services to which these libraries provide access. In the light of the foregoing, this study therefore, seeks to investigate effect of gender and parental education on library orientation phobia by students with hearing impairment in the department of special needs education at Alvan Ikoku Federal University of Education, Owerri Imo State.

Research Questions

This research is set out to provide answers to the following research questions;

- i. To determine the effect of Gender on library orientation phobia by students with hearing impairment in the Department of Special Needs Education at Alvan Ikoku Federal University of Education, Owerri Imo State.
- ii. To determine the effect of parental education on library orientation phobia by students with hearing impairment in the Department of Special Needs Education at Alvan Ikoku Federal University of Education, Owerri Imo State

Literature Review

Hearing impairment is the educational term for individuals who are deaf or hard of hearing to the extent that they require special services to achieve optimally in the school environment. It is a generic term that includes hearing disability ranging from mild to profound levels, thus encompassing individuals who are deaf and those who are hard of hearing (Mba, 2001). Essentially, persons with hearing impairment belong to a group known as exceptional children or children with special needs. The special needs of this group arose from the disability being suffered by the individual. However, the common thread of persons with hearing impairment is the inability to understand spoken language through hearing alone while the major challenge facing them is communication (Harrington, 2004). Students with deafness according to Heward (2000) is an individual who is unable to use his sense of hearing to understand speech, although he /she may perceive some sounds. Even with a hearing aid, the hearing loss is too great to allow the individual with deafness understand speech through the ears alone. The individual with deafness has a profound hearing impairment and he is dependent on vision for language and communication even with the use of amplification (Paul and Quigley 2000).

According to Bakare (2008) and Ademokoya (2005) a person with deafness is someone who may be severely or profoundly hearing impaired with 60 dB and above while the person with hard of hearing may be either mildly or moderately hearing impaired with 40dB 60dB hearing loss. Though, the person with hard of hearing has a significant hearing loss that makes some special adaptation necessary, it is possible for him to respond to speech and other auditory stimuli. However, with the help of hearing aid, individuals with hard of hearing are able to use hearing to understand speech. Hearing impairment may also be described in terms of age of onset. The hearing loss may be congenital (present at birth) or adventitious (acquired later in life). Pre- lingual and post- lingual hearing impairment also refer to whether hearing loss is sustained before or after the development of spoken language. The term pre- lingual hearing impairment refers to deafness that occurs before language develops and is contrasted to the term post- lingual hearing impairment which refers to hearing impairment which occurs after language is developed. Persons with pre-lingual hearing loss (present at birth or occurring before the acquisition of language and the development of speech patterns) are more functionally disabled than those who lose some degree of hearing after the development of language and speech (Ball, 2008).

Hearing impairment can have profound consequences on an individual as it imposes some limitations on the individual. Hearing impairment disorganizes the whole personality of the affected person, his physical mental, social and psychological well- being. Cognitive and intellectual adjustments are also affected since all encompasses communication. Individuals with hearing- impairment also find their range of experience constrained by communication limitation (Ekweke, 2001). The American Speech- Language- Hearing Association (2008) identified four major effects of hearing impairment to include delay in the development of speech and language, learning problems that result in reduced academic achievement, communication difficulties leading to social isolation and poor self-concept as well as impact on vocational choices. Person with hearing impairment suffer from lack of opportunity to interact fully and manipulate their environment.

However, as noted by Hallahan and Kaufman (2000), the most severely affected areas of development in persons with hearing impairment include comprehension and production of language and speech. Baker and Kyle (2000) stress that persons with hearing impairment have abnormal personality characteristics or inadequate social adjustment when compared to hearing people. They also lack knowledge about self and have difficulty in acquiring skills to become active and independent learners. They may also have reduced opportunities to be autonomous. (Waite and Melling, 2007). Persons with hearing impairment have also been found to lag behind their hearing counterparts in cognitive development, as they often experience delayed development of speech, language and cognitive skills, which may result in slow learning and difficulty progressing in school (World Health Organization, 2006).

Globally, hearing impairment affects about 10% of the population to some degree (Oishi, 2011). It causes disability in 5% (360 to 538 million) and moderate to severe disability in 124 million people (Olusanya, 2014). Among those with

moderate to severe disability 108 million live in low and middle income countries (WHO, 2008). Of those with hearing impairment it began in 65 million during childhood. The prevalence of HI has since 1985 increased at an alarming rate. In 1985, the global prevalence of hearing impairment (HI) (> 40 dB) was estimated at 42 million individuals. By 1995, this increased to 120 million individuals and by 2012, 360 million people with hearing impairment contributed to the global burden of disease on individuals, families, communities and countries (Olusanya, 2014)). Two thirds of these individuals live in developing countries such as South Africa (WHO, 2013). The prevalence rate of HI in developing countries reportedly range from 2 to 9% of the populations studied (Pascolini and Smith, 2009). In general and irrespective of the age at which it develops, hearing impairment has devastating consequences for interpersonal communication, psychosocial well-being, quality of life and economic independence (Shield, 2006). If it develops in the young, such impairment impedes speech and language development and sets the affected children on a trajectory of limited educational and vocational attainment (Venail, 2010). Children with hearing impairment may also be at increased risk of physical, social, emotional, sexual abuse and even murder (Jones, 2012).

Gender refers to the social relations between men and women. It refers to the relationship between men and women, boys and girls, and how this is socially constructed. Gender refers to human traits linked by culture to each sex (Haralambos and Holborn, 2004). Within a society; males are socialized to be masculine as females are taught to be feminine. Thus, gender is the difference that sex makes within a society, guiding how we are to think of ourselves, how we interact with others, the social opportunities, occupations, family roles and prestige allowed to males and females. Gender analysis is a critical examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements affect men, women, girls and boys in certain situation or contexts (March et al, 2009). It examines the relationships between females and males and their access to and control of resources and the constraints they face relative to each other. A gender analysis should be integrated into all sector assessments or situational analyses to ensure that gender based injustices and inequalities are not exacerbated, and that where possible, greater equality and justice in gender relations are promoted. Gender and library orientation of students with hearing impairment has become a matter of considerable debate among teachers and researchers in the field of education in recent times. Gender, in the present study, refers to inherent characteristics that are biologically influenced and differentiates male individuals from female individuals. It has been observed that gender differences such as are biologically inherent in male and female individuals may account for gender differences in overall academic achievement profiles in some specific school academic subjects (Ademokoya and Shittu, 2007) conducted a study on analysis of gender differences in cognitive functioning of students with hearing impairment and found evidence that during the elementary school years, female students on the average, achieve better by earning higher grades in Mathematical computation than their male counterparts.

In a study on Mathematics tests administered to more than 3 million representatively sampled students with hearing impairment in 100 independent studies in different countries across the world, male and female students obtained nearly identical average scores (Hyde, Fennema and Lamon 2000). The education between generations has three possible channels: liquidity constraint, causal or nature. As private returns to education are large, less educated parents are more likely to face liquidity constraint preventing their children from fulfilling their schooling potential (Becker and Tomes, 2006). This is the basis of policies of financial support for the poorest, like the Education Maintenance Allowance in the UK where poorer pupils receive a weekly allowance conditional on staying in post-compulsory schooling. Antonovics and Goldberger (2003) demonstrate that the results are sensitive to the selection of children aged 18 and above rather than 10, and with completed schooling. Sacerdote (2002) and Plug (2004) compare adopted and natural children to estimate the causal effect of parental education. These studies report that mother's education had an insignificant effect on the educational attainment of adopted children, whilst the paternal effect remains significant (0.20 year for each year of paternal education) even after accounting for family income. Comparing natural and adopted children allows to net-out the genetic effect. Estimates based on adopted children may be biased, as they typically compare children in different families and therefore assume that adoptive and natural families provide an identical environment. Furthermore, they assume that adopted children are randomly allocated to families, and that children are randomly given for adoption.

Paternal effects are about 40% higher. These identifying strategies do not eliminate the non-genetic endogeneity that stems from unobservable characteristics in educational choice that are also correlated with parenting skills. In this study, an alternative strategy to identify the effect of parental education on their offspring's schooling choices is used. One would like to randomly allocate parental education to estimate its effects on children. This is obviously impossible, but natural experiments that are fairly close to this set-up exist. Changes in the minimum school leaving age (SLA) mean that the educational choice of parents was exogenously affected, at least for those wishing to leave school at the first opportunity. Some parents experienced an extra year of education compared to parents born just before the reform. This discontinuity can be exploited to identify the exogenous effect of parental education on their children's education. Black et al. (2003) rely on a change in SLA in Norway during the Sixties. They report that the effect of parental education on children's educational achievement is greatly reduced and, with the exception of the mother-son relationship (0.17),

become insignificant when parental education is assumed endogenous (this assumption is not tested). The rather small effects of parental education in Norway may also be specific to the rather egalitarian and homogeneous society characteristic of Nordic countries (Bjorklund et al, 2002). Oreopoulos et al (2003) relies on variation in SLA across states and time in the US, using aggregate data from the Census. Rather than the upward biased expected from omitted variable bias, the parental effect on grade repetition for children aged 7 to 15 doubles when instrumented, which is consistent with a local average treatment effect interpretation. However, their estimates may be biased due to measurement error in the independent variable affecting about 20% of the observations (Hausman, 2001) and aggregation of the data (Hanushek et al., 1996).

None of these papers account for assortative mating as they estimate the effect of each parent separately biasing the estimates upwards. Additionally, they do not control whether the child lives with her natural parents which impacts on parental altruism (Case et al., 2000). This paper aims to determine whether the effect of parental education on their children's schooling attainment is causal by using a change in SLA in Britain which took place in the Seventies. The variation in the timing of the policy is limited to a discrepancy between England and Wales, and Scotland where the policy was introduced three years later. To eliminate potential trend effects, our favoured model includes quadratic in birth cohort for both parents, and uses as instrument not only the reform but also interactions between the reform dummy on these quadratic functions. The study on the variable that influence how parental involvement will have a positive influence on children's educational outcomes. The three areas that the authors identify for parental influence are modeling, reinforcement, and direct instruction. When a parent chooses to become involved in their child's school-related activities, he is modeling that these activities are important and worthy of adult time and interest. Children usually hold their parents in high regard and will try to emulate their behaviors. Modeling theory predicts that children will emulate selected behaviors of adults held in such regard. Thus when parents spend time with or for their children in relation to school activities, children have opportunities and encouragement to model parents' school-focused attitudes and behaviors.

The Flauden Committee Report (Fridman, 2000) pointed out that in UK, in 1967, the relationship between parents and school personnel was characterized by mutual respect and common goals, i.e. developing responsible and educated citizens. In US, Fridman (1990) indicated the year 1930 as the beginning of schools' opening for various community-oriented activities in the afternoons, in which parents had the chances to get involved in the education of their children, besides the family environment. In the beginning of the 20th century, schools were considered bureaucratic institutions, which were subject to the instructions coming directly from the central government (Noy, 2009). However, this image of Israeli schools has started to change around the '70, when they were granted autonomy. From that moment on, the parents have started to become integrative parts of the educational process of their children. From a legislative perspective, the window for the Israeli parents' involvement in the formal education of their children was opened in the Israeli society with the implementation in 1988 of the Israeli Special Education Law (ISEL). ISEL has anchored parents' rights and from that point onwards, one can observe that a change took place in parents' perception of and their involvement with the system. Before the State of Israel was officially established, there was no central education system and the education was provided through central political movements. Hence, schools provided a period of eight years of education (between the ages of 6 to 12 years).

In 1953, the National Education Law was enacted in Israel. The 1980's were a critical turning point at level of Israeli society in terms of education due to the fact that parents had to pay for various educational services. These financial obligations have started to give the parents the sense of rights upon the decisions regarding their children's education (Plaut, 2007). In 1998, the Accessibility Law was created to protect the rights and the liberty of the persons who suffer from different forms of disabilities, in the direction of their social and professional inclusion. It also provided parents with a stamp of approval to become active participants in the process of their children's education (i.e. children with special needs).

METHODOLOGY

A 3×2×2 factorial matrix was adopted with treatment at three levels and crossed with gender and parental education at two levels respectively (Male and Female and low and high parental education). Moderating variables are gender (male and female) and Parental Education (high, and low). A total of sixty five (65) copies of the questionnaire were distributed to the students with hearing impairment in the Department of Special Needs Education at Alvan Ikoku Federal University of Education, Owerri Imo State. Out of these, sixty (60) copies of the questionnaire were duly completed and returned for analysis giving a response rate of (92.3%). The return rate of 60 (92.3%) is adequate representation of the entire population. No sample size was drawn from the population. This is because the population of the study is accessible. The census method was used to ensuring that opinions of the students with hearing impairment in the

Department of Special Needs Education at Alvan Ikoku Federal University of Education, Owerri Imo State were captured for the study.

Analysis

Research Question 1

To determine the effect of Gender on library orientation phobia by students with hearing impairment in the Department of Special Needs Education at Alvan Ikoku Federal University of Education, Owerri Imo State.

Table 1: Estimated Marginal Means of Performance of Students with Hearing Impairment in Library Orientation by Gender

Gender	Mean	Std. Error
Male	15.79	.642
Female	16.53	1.017

Table 1 showed the estimated marginal mean scores of performance of students with hearing impairment in library orientation phobia. This result revealed that the female participants had the slight high mean score (\bar{X} = 16.53) while the male participants had lower mean score (\bar{X} = 15.79) respectively when academic performance was considered.

Research Question 2

To determine the effect of parental education on library orientation phobia by students with hearing impairment in the Department of Special Needs Education at Alvan Ikoku Federal University of Education, Owerri Imo State

Table 2: Estimated Marginal Means of Academic Performance of Students with Hearing Impairment in Library Orientation by Parents Education

Parents Education	Mean	Std. Error
No Formal Education	15.08	1.097
Formal Education	17.24	.492

Table 2 showed the estimated marginal mean scores of parents education on the level of performance of students with hearing impairment in library orientation, which revealed that the participants parents education with formal education had higher mean score (\bar{X} = 17.24) while the participants parents education with non-formal education had Lower mean score (\bar{X} = 15.08) respectively when academic achievement was considered.

FINDINGS

Result on Table 1, research question 1 revealed that the male participant had lower performance. This is in line with Ademokoya and Shittu (2007) who found that gender in library orientation of students with hearing impairment has become a matter of considerable debate among lecturers and researchers in the field of education in recent times. Gender in the present study refers to inherent characteristics that are biologically influenced and differentiates male individuals from female individual. McDevitt and Ormrod (2002), conducted a study on analysis of gender differences in cognitive functioning of students with hearing impairment and found evidence that female students on the average, achieve better by earning higher grades in mathematical computation than their male counterpart.

Result on Table 1, research question 1 revealed that participant' parents education with formal education had higher mean score than the participants' parents' education with non-formal education that had lower mean score. This tallies with findings Behraman and Rosenzweig (2002) found that more educated mothers switch from time-intensive tasks to information-intensive tasks, the effect on their children's education being negative.

CONCLUSION

The study concluded that students with hearing impairment could be taught effectively with instructional strategies. The study therefore recommended that as follows;

- Sufficient number of teachers having efficiency in signing and comprehending library orientation should be provided.
- Establishing library club and holding discussion regarding the importance and application of library use to students with hearing impairment.
- Library orientation learning can be popularized through quiz competition, library olympiad among the students.
- The institution should engage the services of specialist teachers in learning disabilities and the professional counselling psychologists. These professionals should work in collaboration with Biology subject teachers in assisting students with learning disabilities to boost their self –concepts. By so doing, the effect of low parental social economic status would be rendered negligible on the students' academic performance.
- Lecturers can attend professional development training like workshops, seminars and conference through which they will be exposed to the use of different interactive strategies that are useful in teaching activities, to help students having disabilities in learning library orientation, and other subjects.

Teachers in training should learn strategies to make teaching and learning activities interactive. This is possible through interactive teaching strategies like guided note and Ogle's met cognitive strategies.

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