

## **Teachers' Classroom Behaviours and Achievement Motivation of Students with Hearing Impairment in Special Schools in Rivers State**

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### ***Abstract***

*The study investigated teachers' classroom behaviours and achievement motivation of students with hearing impairment in special schools in Rivers State. Correlational research design was used for the study. Three null hypotheses were formulated to guide the study. The population of the study consisted of all the students with hearing impairment in Rivers State. Simple random sampling technique was used to select a sample of 60 respondents for the study. A self-designed questionnaire titled: 'Teachers' Classroom Behaviour Questionnaire (TCBQ) and Achievement Motivation Inventory (AMI) were used for data collection. The reliability coefficient for (TCBQ) and (AMI) were  $r=0.81$  and  $r=0.71$ . Pearson Product Moment Correlation (PPMC) was used to answer the research questions and test the null hypotheses at 0.05 level of significance. The study revealed that there was a high positive and significant relationship between teachers' classroom communication skills, teachers' classroom listening skills, teachers' classroom teaching method and achievement motivation of students with hearing impairment in special schools in Rivers State. It was recommended among others that; Special and regular teachers should develop good listening skills by being patient with their students in class, especially when questions are posed and answers expected. Such virtue motivates and encourages hearing impaired students because it gives them a sense of belonging which has the capacity to promote their achievement in school.*

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**Keywords:** Teachers' classroom behaviours, Achievement motivation, Hearing impairment

## **Background to the Study**

In explaining hearing impairment, Ubani and Sanikpege (2020) revealed that some children are born with hearing loss while others develop hearing loss later in life. They added that hearing impairment is the inability to receive sound through the ear or it is the limitation in sound perception. Generally, hearing impairment is viewed as a complete or partial loss of ability to hear normally arising from damage or malfunction of the hearing apparatus. The World Health Organisation (WHO, 2018) stated that disabling hearing loss refers to hearing impairment greater than 40 decibels (dB) in the better hearing ear in adults and a hearing impairment greater than 30 decibels (dB) in the better hearing ear in children. Ademokoya (2018) viewed hearing impairment as a blanket term for all levels of hearing loss in one or both ears.

Hearing impairment can also be viewed from education, medical, audiology and social perspectives. Currently, hearing impairment is ranked as one of the leading causes of chronic disability across the globe and its growth rate appears rather high due to malaria, meningitis, noise pollution, toxic chemicals, poor antenatal care and lack of adequate clinical care, amongst others. The World Health Organisation, estimated that 466 million people including 34 million children are currently living with hearing impairment globally while about 49 million people live with hearing impairment in sub-Saharan Africa. In Nigeria, about 8.5 million people currently live with hearing impairment as against 6.5 million people in 2008 (WHO, 2018). Ademokoya (2018) noted that the Salamanca Declaration and the Education for All Policy guarantees accessibility to quality and timely education for all learners with hearing impairment in Nigeria and in the world at large.

In schools, teacher-student relationships are crucial for the success of both teachers and students. As part of classroom management, such relationships are the most significant factor in determining a teacher's work as successful. The influence of teacher's behaviour plays an important role in the academic achievement of students. A teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility as a person. Teachers also need to be thoughtful in the way they react to students' comments. Generally, teachers react by using praise, acceptance, remediation, or criticism in responding to students (Derk, 2018). Behaviour is a response, which an individual shows to his environment at different times. Behavior can be positive or negative, effective or ineffective, conscious or unconscious, overt or covert, and voluntary or involuntary. Dusenbery (2015) stated that "Behaviour can be regarded as any action of an organism that changes its relationship to its environment. Behaviour provides outputs from the organism to

the environment."

However, globally, there has been an increasing concern in the education sector on how to ensure that students learn optimally in school with specific concern for students with disabilities and how they can achieve academic excellence. In Nigeria, there has been a nationwide cry on the fallen standards of education and educational exclusion for persons with disabilities. Various factors have been identified for low academic achievement among students with disabilities (hearing impairment) and these include poor study habit, laziness, ineffective classroom instructions and inadequate provision of needs, non-availability of teaching resources, lack of special facilities, low number of special teachers, among others (Akpan, 2014). It has been noticed that some students with hearing impairment in the classroom do not pay attention to what the teacher is doing as they are easily caught engaged in other activities.

Jones (2018) observed that it is easy to see students with hearing difficulty slouched in their chairs and not listening to the teacher or participating in the classroom discussion which ultimately portrays lack of interest and motivation. Motivating students with hearing loss to learn in school is a topic of great concern for educationist and policy makers today and motivating hearing impaired students so that they can succeed in school is the greatest challenges of this century (Naz, 2016). In addition, Naz (2016) noted that lack of motivation among students with hearing loss is a big hurdle in learning and a pertinent cause in the deterioration of education standards. Getting hearing impaired students to learn and sustaining their interest in what they are learning therefore should be the sole objective of both general and special teachers in the classroom.

Motivation is a strong force in achievement among students with hearing impairment. Muola (2014) noted that motivation is one of the factors that contribute to academic success; that parents and educators should strive to understand the importance of promoting and encouraging academic motivation early in life. Feldman (2015) refers to motivation as factors that direct and energise the behaviour of humans and other organisms, while Wood (2016) sees motivation as a process that initiates, directs, and sustains behaviours to satisfy physiological or psychological needs. Motivation is also seen as what gets one going, keeps one going, and determines where one is going (Slavin, 2016). Motivations are of two major types, intrinsic and extrinsic. Intrinsic motivation is based on the internal factors such as self-determination, effort, challenge and curiosity while extrinsic motivation incorporates external factors such as rewards and punishment (Santrock, 2015).

Nevertheless, to date, nobody for sure can tell one thing that can motivate everybody.

What produces motivation often seems mysterious. This is true in the work place as it is in the classroom. What motivates a worker is as mysterious as what motivates a student. Why is it that some students are fascinated with numbers while others are not? Can a student who is excited by Mathematics be motivated to study History? Answers to these question fall in the realm of achievement motivation some psychologists perceive it to be.

Individuals with high achievement motives usually act in ways that will enable them to outperform others, meeting or surpassing some standards of excellence or do something unusual as all students are influenced by a need to achieve to a certain degree. Those students, who had a high desire of success, work hard to achieve. Achievement motivation could be seen as self- determination to succeed in whatever activities one engages in, be it academic work, professional work, sporting events, among others (Tella, 2017). Tella (2017) pointed out that the urge to achieve varies from one individual to another while the need to achieve is very high in some individuals, it may be very low for others based on socialization processes and learning experiences. Academic learning experiences, particularly in the schools are usually directed and facilitated by teachers in the classrooms and so, their behaviour in the classroom can mar or make students achievement motivation to be high or low. That is teachers classroom behaviour could influence students' achievement motivation which in turn could influence students' academic achievement in their various school subjects.

Teachers' classroom behaviour is teacher's actions and activities that bring about effective teaching and learning in the classroom. To this end, in its search for competencies required of effective teachers, Ademokoya (2018) came up with the following behaviours as desirable for effective classroom teaching: alert and enthusiastic; cheerful and optimistic; self-controlled and not easily upset; likes fun and has a sense of humour; recognises and admits own mistakes; patient, friendly and courteous; accepts all students (does not discriminate); gives help willingly; punctual and seldomly absent; co-operates with staff willingly; communicates appropriately with parents, colleagues, students, etc; shows a professional commitment to self-improvement. A closer examination of the desirable behaviours of teachers for effective classroom teaching shows that the items could be categorised into four major groupings namely; classroom management behaviour, personality behaviour, strategies/techniques for teaching behaviour and appearance (Ademokoya, 2018).

Nonetheless, for this study, teachers' classroom behaviour that are considered for investigation in relation to achievement motivation of students with hearing impairment

include, teachers' classroom communication skills, teachers' classroom listening skills, teachers' classroom teaching methods and teachers' classroom leadership styles. Thus, a brief explanation of these teachers' classroom behaviours will suffice at this juncture. To this end, Derk (2018) stated that effective communication in the classroom is the river that gives life to student's learning. That is, communication simply establishes relationship between the teacher and the students to interact. Furthermore, in the classroom, communication could be oral, written and non-verbal. Oral communication is the most common and direct method in a face-to-face situation. Written communication refers to that which is in textbooks, assignments on a place board, comments on students' exercise books etc. Non-verbal communication on the other hand, refers to communication with our gestures, eye motions, skin/touch sensations, and space (standing or sitting far apart).

Teachers' classroom listening skills is another teachers' classroom behaviour that is of interest to the researcher in this study. For listening to be effective, the learner (i.e. students with hearing impairment) must be willing to listen with understanding to total communication which involves the use of speech and sign gestures, while at the same time remaining objective. In the opinion of Derk (2018), listening has four stages in a kind of progression which are; the hearing stage, the shifting or relative listening stage, discrimination stage and reacting stage. These four stages must be accomplished for listening to take place especially in the classroom.

Teachers' classroom teaching methods is yet another teachers' classroom behaviour that is of importance to the researcher in this study. Naz (2016) mentioned that methods of teaching are the terms used to denote the means or strategy by which a teacher provides or delivers his/her subject matters to the students in his/her class based on predetermined instructional objectives in order to promote learning among the students. Some teaching methods commonly employed by teachers in the classrooms today include; lecture/expository, discussion, demonstration, games/simulation, excursion, discovery, cooperative, individualistic/independent study method, etc. Nevertheless, it is important to note that no one method fits all learning tasks or situation and so, teachers tend to adopt a variety of methods in bringing about motivation for learning to take place in their various classrooms.

Classroom management is dependent upon the skills of individual teachers, therefore, teachers' classroom leadership styles is another teachers' classroom behaviour that is of paramount interest in this study. Leadership is crucial in any formal setting including the classroom if stated objectives are to be achieved. This is so, because leadership involves

authority and responsibility in terms of deciding the way ahead and being held responsible for the success or failure of achieving the agreed objectives (Moula, 2014). Teachers by virtue of their position are leaders and managers of both human and material resources so as to bring about effective teaching and learning in the classroom. Therefore, the leadership style adopted by a teacher in the classroom could motivate either positively or negatively his/her students. Some leadership styles used by teachers as observed from experience include; autocratic, authoritative, laissez-faire, democratic, and transformational. However, for this study only three leadership styles, namely, autocratic, laissez-faire and democratic will be examined in relation to student achievement motivation.

The relevance of teachers' behaviour on the realisation of educational goals and objectives cannot be overemphasised. Their characteristics are those behaviours that they exhibited towards attainment of goals. These attributes are the combination of peculiar qualities, traits, mental or moral nature/strength and status that make one person or group different from another. Successful teachers' attributes are those that have been found by empirical researches to be related to improved achievement by students in the cognitive, affective or psychomotor outcomes of education (Wood, 2016).

Motivation has earlier been defined as an internal drive that activates behaviour and gives it direction. Teachers especially in special schools serve as guidance counsellors, character builders and moulders, role models to the students with hearing impairment, thus preparing them to be relevant, self-reliant and contribute positively to the society. This can be achieved through effective classroom organisation and management by the teacher as the class leader (Santrock, 2015).

The first and most obvious role performed by teachers is that of the instructor, the person initiates, direct and evaluates learning which places students all over the world on the receiving end in the field of education, and if they do not perform well, the fault in most cases are attributed to the teacher. Research works on the relationship between teachers' classroom behaviour and students' achievement motivation mainly among students with hearing impairment or other areas of disability are scanty. However, most of the work conducted in reference to teachers' classroom behaviours and achievement motivation were done with reference to students in general school and among general teachers. Research examining the relationship that may or may not exist between teachers' classroom behaviours and achievement motivation of students with hearing impairment or other area of similar disabilities is yet to suffice. It is against this backdrop that this study re-examines whether teachers' classroom behaviours relate to achievement motivation of students with

disabilities, particularly those with hearing impairment or not. disabilities, particularly those with hearing impairment. or not.

### **Statement of the Problem**

Like in many other countries, students with hearing impairment have consistently trailed behind their hearing counterparts in academic performance. Poor academic performance in national examinations like West African Examination Council (WAEC), have continued to be an indicator of poor quality of education for students with hearing impairment. Majority of these learners rarely make 6-Credits including English Language and Mathematics. The problem which may also be linked to lack of achievement motivation is central to educational psychology and has been the subject of interest and inquiry for some time now. In education, the teacher is faced daily with a variety of problems in a teaching-learning situation such as students with hearing loss who are naughty in class, who do not take interest in their studies and those who engage in anti-social behaviour within and outside the school.

Most scholars in psychology and similar areas of educational research generally attribute this lack of drive to achieve (achievement motivation) by students with hearing impairment to the teachers, emphasising that a teacher either special or general who is not resourceful cannot arrange learning interaction and develop successful learning oriented behaviour in the classroom. This scenario could be as a result of the fact that some teachers fail to take into cognisance the needs of students with hearing impairment and gratifications as well as making provision for individual differences, By and large, this adverse teachers' classroom behaviour could result to chain of unpleasant consequences to students' with hearing loss achievement motivation 'and societal development in general.

Thus, teachers need to capitalise on the impact that their positive attitude or behaviour plays inside the classroom, for it is reported that the genuine enthusiasm displayed by the instructor (teacher) is always a major factor in motivation because it is contagious. It engenders a pleasant atmosphere in the classroom and contributes to high motivation. In addition, the quality of teacher student relationships is the keystone for all other aspects of classroom management. As it could be argued, it is the teacher who plays the vital role in setting the right atmosphere in which teaching and learning can take place. Therefore, the problem of the study was to examine teachers' classroom behaviours and achievement motivation of students with hearing impairment in special schools in Rivers State.

### **Objectives of the Study**

The general objective of this study was to examine teachers' classroom behaviours and achievement motivation of students with hearing impairment in special schools in Rivers State. Specifically, the study intended to achieve the following objectives:

- i. determine the relationship between teachers' classroom communication skills and achievement motivation of students with hearing impairment in special schools in Rivers State;
- ii. ascertain the relationship between teachers' classroom listening skills and achievement motivation of students with hearing impairment in special schools in Rivers State; and
- iii. examine the relationship between teachers' classroom teaching method and achievement motivation of students with hearing impairment in special schools in Rivers State.

### **Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant relationship between teachers' classroom communication skills and achievement motivation of students with hearing impairment.
2. There is no significant relationship between teachers' classroom listening skills and achievement motivation of students with hearing impairment.
3. There is no significant relationship between teachers' classroom teaching method and achievement motivation of students with hearing impairment.

### **Methodology**

This study adopted the correlational research design. The population of this study consisted of all students with hearing impairment in Rivers State. Stratified random sampling technique was adopted to select a target population of 60 students with hearing impairment that were selected from four (4) special schools in Rivers State namely; Special School for the Handicapp, Christi-Toby Inclusive School, Otana Inclusive School, and Olive Wood. Two self-designed instruments were developed titled: Teachers' Classroom Behaviour Questionnaire (TCBQ) developed by the researcher and Achievement Motivation Inventory (AMI). The (TCBQ) consisted of parts I and II. Part I for personal information like name of school, sex and class/level, while part II elicited students' views on teachers' classroom behaviours. The Teachers' Classroom Behaviour Questionnaire (TCBQ) consisted of 24 items and were responded to on a four point modified Likert scale of Strongly Agree (SA) with 4-points, Agree (A) with 3-points, Disagree (D) with 2-points and Strongly Disagree

(SD) with- 1-point. Pearson's product moment correlation (PPMC) was used to answer the research questions and test the null hypotheses at 0.05 level of significance.

### Hypothesis One

There is no significant relationship between teachers' classroom communication skills and achievement motivation of students with hearing impairment.

The responses of students on the extent to which teachers' classroom communication skills is related to achievement motivation of students with hearing impairment was subjected to Pearson's product moment correlation method.

**Table 1:** Relationship between teachers' classroom communication skills and achievement motivation of students with hearing impairment

**Correlations**

		Teachers' Classroom Communication Skills	Achievement Motivation
Teachers' Classroom Communication Skills	Pearson Correlation	1	0.732**
	Sig. (2-tailed)		0.000
	N		60
Achievement Motivation	Pearson Correlation	0.732**	1
	Sig. (2-tailed)		0.000
	N		60

\*\*. Correlation is significant at the 0.05 level (2-tailed).

Table 1 shows the relationship between teachers' classroom communication skills and achievement motivation of students with hearing impairment in special schools in Rivers State. The result revealed that there is a high positive relation between teachers' classroom communication skills and achievement motivation of students with hearing impairment in special schools in Rivers State ( $r = 0.732$ ). This result implies that as scores on teachers' classroom communication skills increases, there is a corresponding increase in the scores on achievement motivation of students with hearing impairment in special schools in Rivers State.

Table 1 further reveals that the relationship between teachers' classroom communication skills and achievement motivation of students with hearing impairment in special schools in Rivers State is significant at 0.05 level. This is because the calculated r-value 0.732 is greater than the table r-value 0.195. This implies that the null hypothesis is rejected while the alternate hypothesis is accepted. The result implies that there is significant relationship between teachers' classroom communication skills and achievement motivation of students with hearing impairment in special schools in Rivers State.

### **Hypothesis Two**

There is no significant relationship between teachers' classroom listening skills and achievement motivation of students with hearing impairment.

The responses of students on the extent to which teachers' classroom listening skills is related to achievement motivation of students with hearing impairment was subjected to Pearson's product moment correlation method.

**Table 2:** Relationship between teachers' classroom listening skills and achievement motivation of students with hearing impairment

		Correlations	
		Teachers' Classroom Listening Skills	Achievement Motivation
Teachers' Classroom Listening Skills	Pearson Correlation	1	0.681**
	Sig. (2-tailed)		0.000
	N		60
Achievement Motivation	Pearson Correlation	0.681**	1
	Sig. (2-tailed)		0.000
	N		60

\*\*. Correlation is significant at the 0.05 level (2-tailed).

Table 2 shows the relationship between teachers' classroom listening skills and achievement motivation of students with hearing impairment in special schools in Rivers State. The result shows that there is a high positive relation between teachers' classroom listening skills and achievement motivation of students with hearing impairment in special schools in Rivers State ( $r = 0.681$ ). This result implies that as scores on teachers' classroom listening skills increases, there is a corresponding increase in the scores on achievement motivation of

students with hearing impairment in special schools in Rivers State.

Table 2 further reveals that the relationship between teachers' classroom listening skills and achievement motivation of students with hearing impairment in special schools in Rivers State is significant at 0.05 level. This is because the calculated r-value 0.681 is greater than the table r-value 0.195. The null hypothesis is thus rejected while the alternate hypothesis is accepted. The result implies that there is significant relationship between teachers' classroom listening skills and achievement motivation of students with hearing impairment in special schools in Rivers State.

### Hypothesis Three

There is no significant relationship between teachers' classroom teaching method and achievement motivation of students with hearing impairment.

The responses of students on the extent to which teachers' classroom teaching method is related to achievement motivation of students with hearing impairment was analysed using Pearson's product moment correlation method.

**Table 3:** Relationship between teachers' classroom listening skills and achievement motivation of students with hearing impairment

Correlations			
		Teachers' Classroom Teaching Method	Achievement Motivation
Teachers' Classroom Teaching Method	Pearson Correlation	1	0.877 **
	Sig. (2-tailed)		0.000
	N		60
Achievement Motivation	Pearson Correlation	0.877 **	1
	Sig. (2-tailed)		0.000
	N		60

\*\*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows the relationship between teachers' classroom teaching method and achievement motivation of students with hearing impairment in special schools in Rivers

State. The result revealed that there is a high positive relation between teachers' classroom teaching method and achievement motivation of students with hearing impairment in special schools in Rivers State ( $r = 0.877$ ). This result implies that as scores on teachers' classroom teaching method increases, there is a corresponding increase in the scores on achievement motivation of students with hearing impairment in special schools in Rivers State.

It is further revealed that the relationship between teachers' classroom teaching method and achievement motivation of students with hearing impairment in special schools in Rivers State is significant at 0.05 level. This is because the calculated  $r$ -value 0.877 is greater than the table  $r$ -value 0.195. This implies that the null hypothesis is rejected while the alternate hypothesis is accepted. Therefore, there is significant relationship between teachers' classroom teaching method and achievement motivation of students with hearing impairment in special schools in Rivers State.

## **Discussion**

The finding of hypothesis one reveals that there is a high positive and significant relationship between teachers' classroom communication skills and achievement motivation of students with hearing impairment in special schools in Rivers State. This means that students whose scores are high on teachers' classroom communication skills also earn high scores on students' achievement motivation, while those whose scores are low on teachers' classroom communication skills earn low scores on students' achievement motivation. Implicitly, effective communication skills had an increased achievement motivation while poor communication skills by teachers, generates low achievement motivation. The finding of the present study is in agreement with those of Duta, Panisoara and Panisoara (2015) and Nzekwe (2013) who in their separate related works also found out that there is a positive relationship between teachers' classroom communication skills and students' achievement motivation.

The finding of hypothesis two shows that there is a high positive and significant relationship between teachers' classroom listening skills and achievement motivation of students with hearing impairment in special schools in Rivers State. This means that students, whose scores are high on teachers' classroom listening skills also earn high scores on students' achievement motivation, while those whose scores are low on teachers' classroom listening skills earn low scores on students' achievement motivation. Implicitly, good listening skills had an increased achievement motivation while poor listening skills by teachers generates low achievement motivation. The finding of the present study is in

line with those of Goctu (2016) who also found out that there is a positive relationship between listening skills and students' achievement motivation. However, a finding that is at variance with the present one was that of Iruloh and Nwafor (2012), who did not find any significant relationship between teachers' classroom listening skills and students' achievement motivation.

Hypothesis three reveals that there is a high positive and significant relationship between teachers' classroom teaching method and achievement motivation of students with hearing impairment in special schools in Rivers State. This means that students whose scores are high on teachers' classroom teaching method also earn high scores on students' achievement motivation, while those whose scores are low on teachers' classroom teaching method earn low scores on students' achievement motivation. Obviously, teaching method plays a significant role in increasing students' achievement motivation. The finding of the present study is in agreement with that of Soleymarpour (2014) who found out that there is a positive relationship between the teaching method adopted by a teacher to teach and students' motivation to learn. However, in disagreement with this finding was that of Truloh and Nwafor (2012) who did not find any significant relationship between teachers' classroom teaching method and students' achievement motivation.

## **Conclusion**

The conclusion of this study is that there was a high positive and significant relationship between teachers' classroom communication skills, teachers' classroom listening skills, teachers' classroom teaching method and achievement motivation of students with hearing impairment in special schools in Rivers State.

## **Recommendations**

Based on the findings of this study, the following recommendations are made:

1. Ministry of Social Welfare and Rehabilitation should encourage persons with hearing impairment seeking for employment to go for career counselling and vocational training to increase their skills and chances of gaining employment.
2. National Assembly and labour unions should set up policies that will guide government ministries and organised private sectors to reserve 10% of their employment chances for persons with disabilities.
3. Government of Rivers State should emulate western countries that pay a certain allowance to persons with disability to cushion the effect of their disability and unemployment status.
4. National Bureau of Statistics (NBS) should step up their effort in proving the right

statics of persons with disabilities in the country which will serve as data base for those with disabilities who are employed and those who are not.

5. Government and Non-governmental Organisations (NGOs) should set up a shelter workshop that will serve as means of livelihood for person with disabilities within the society.

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