

Family and Teachers Factors as Determinant of Career Decisions among Adolescents with Hearing Impairment in Ogun State, Nigeria

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Abstract

This study examined family and teachers factors as determinant of career decisions of adolescents with hearing impairment in Ogun State, Nigeria. The study adopted the descriptive survey design. The participants involved 77 families of adolescents with hearing impairments and 69 teachers of adolescent with hearing impairment selected from three special secondary schools in Ogun State based on purposive sampling. Two self-designed instruments and Test of Student Knowledge on Career Decision (TSKCD) Scale were used to collect data. Four research questions were formulated and Data were analyzed using Pearson product moment correlation and Regression. The results revealed that family and teachers factors have a positive significant in the career decisions of adolescents with hearing impairment. It was also indicated that family factors has a significant relative effect on career decisions while teachers factors showed no significant in the career decisions of adolescents with hearing impairments. Based on these findings, it was recommended that concerted efforts of families and teachers of adolescents with hearing should be employed to enhance the career decisions of adolescents with hearing impairments by giving them the necessary support, encouragement and motivation, also specialist, career counselors and curriculum experts should include programmes.

Keywords- Family, Teachers, Adolescents, Hearing Impairment, Career decision

Introduction

Adolescence is a time of rapid physical, emotional and mental development, which is occasionally complicated by high school setting, increased responsibilities and the desire to become an adult. Problems of emancipation, independence and freedom from the family occupy the early stage, while problems of social role and personal purpose within are the wider prevalent world during the later stage. Over the whole span of adolescent, the developmental task is to integrate earlier elements into a true sense of identity as a separate individual, no longer taking a partial or external view of self (Schlesinger, 2000). Gottfredson (2002) observed that it is during adolescence that student develop an orientation toward their internal and unique self. During adolescence period, young adolescents begin their experience with the learning process of educational decision making. This process which will be repeated in various forms and across many points throughout the lifespan (Brynes, 2002), with most adolescents recognizing that decisions made at school can have a significant impact on future life paths in education and career decision (Furlonger,2002).

Adolescents with hearing impairment face gross challenges in their career development and in school-to-work transition. On completion of their secondary education, most support given to them by parents and school cease (Lucker, 2002). In addition, they encounter environmental and attitudinal barrier that can impede their achievement of advancement in their career development (Punch, Lyde & Creed, 2004). They appear to know little or nothing about work place demand and with little or no exposure to deaf or hard of hearing adults as role model, rather, they had to give up their most preferred option and circumscribed their choice prematurely (Gottfredson, 2002). A major turning point in an adolescent life involves the career choice he or she makes while in senior secondary school. Most often, it is viewed by family and community as a mere start to work place readiness. However, this decision plays a major role in establishing youth in a career path that opens as well as closes opportunities, since some of these adolescents with special needs like hearing impaired adolescents may encounter myriads of difficulties as a result of their inability to hear and make use of proper

information acquired from their immediate environment.

Lazarus and Ihuoma (2011) noted that career exploration of vocational areas, skills and career interest, goal setting, decision making skill as well as career maturity should not only be encouraged and practiced but should be part and parcel of career development plan to enhance the overall career adjustment of person with special needs. Salami (1997) asserted that in Nigeria, many adolescents encounter difficulties in making the transition from school to work because they lack the relevant information about various occupations and the specific requirements to make progress in them. For adolescents with hearing impairment, this situation could be monumental because of communication difficulties coupled with social and attitudinal barriers constitute myriads of disadvantages in achieving both education and career goals. It is however important for these adolescents to be engaged in career exploration and planning in order to minimize the profound effect of these disadvantages and avoid the trend of unemployment and underemployment that characterized the lives of hearing impaired individual in the society (Oyewumi, 2004). According to Osakinde (2010) parents of children with disabilities can access vital information regarding their children career decision in various occupations that can assist students to achieve career success. Such information is critical if adolescents and their parents are to participate meaningfully in planning that focuses on future needs and preference of the student (Whitney, Thomas, Shaw, Honey & Butterworth, 1998). In career development, mentors can play vital roles like networking on jobs skills, coaching, encouraging, networking contact, reference and introduction, motivating and broadening perspectives about the transferability of skills and interests as well as future career decisions and direction. Feldana (2002) observed that it's often difficult for adolescents with disabilities to have confidence in their abilities to find occupation appropriate to their conditions and this lack of confidence may lead to poorer career exploration and decision making skills. As a result of communication difficulties adolescents with hearing impairment leaves secondary school unadjusted to the hearing society, unprepared, have little or no experience about future career. These problems were attributed to lack of information, teacher's unawareness and parent's lack of career education.

Employment outcome for people with hearing loss is not encouraging. Deaf and hard of hearing are under represented in professional and managerial occupation and over represented in unskilled jobs especially in manufacturing compared to their hearing peers. Therefore, adolescents with hearing impairment experience more unemployment and to have lower income. Luzzo, Hichings, Retich & Shoemaker, (1999) stated the need for parents and teachers to advocate for and make educational and vocational decision for school age students with disabilities which may also impede the growth of these students confidence in their career decision making abilities. However, these risk factors are also relevant to adolescents with hearing impairment, whose career development may also be affected by several additional factors. Career related information that are easily available to normally hearing adolescents through listening to others, talking and watching Television are often missed by deaf and hard of hearing who have less auditory access to this kind of incidental learning (Furlong, 1998). The family is the most basic institution in our culture and the primary setting where children learn to interact with their environment. It is obvious that children obtain their initial experience and training through interaction with parent and other members of the family. Families have an essential role to perform regardless of whether the child lives with disability or not. Family influence is an important factor in preparing adolescents for future roles as workers. Mortimer (1992) reported that family influence had the most effect on educational plan and occupational exploration of students. Lankard (1996) asserted that young people form many of their attitudes about work and career as a result of interaction with family. The family background of an individual especially young adult affects their occupational destination and employment prospects.

Penick and Jepsen (1992) observed that family factors are associated with career development. Such family factors includes: parents' socio-economic status, educational level, personality and biological factors. In a study reported by Mortimer (1992), the variable that had the most effect on educational plan and occupational exploration was parental education. Parents with post secondary education tend to pass along its importance to their children (Mortimer, Staff & Oesterle (2003). Family income is another aspect of family background that influence the career decision and development of youth, especially for girls. Mortimer (1992) stated that one of the reasons for such action by parents could be that families with limited economic resources tend to direct their resources first to the male children of the family, giving less hope and encouragement for further education to the daughters in the family. Some parents may hold values that place girls in the homemaker role and reflect less emphasis on occupational programmes. Goldenberge (1995) stated that family process of interaction and what the child learns about work, work experience, attitude to work, career goals and values have a long term impact on the youth's career decision and plan. Parents serve as daily model which promote cultural, standard, attitudes, expectation and many ways of the eventual adequacy self acceptance and confidence of social skills and sex roles.

Elliot (1993) describes teaching as an activity – unique professional, rational and humane activities in which the teacher or instructor creatively and imaginatively uses himself / herself and his/her knowledge to promote the learning and welfare of others. The task of any organizer is to function effectively together for the achievement of much purpose. It is essential to note that teachers' attitudes and perception have remarkable effect on students' achievement and career decision. Harris (1997) observed that teachers attitude influence a range of teaching skills style, model and approaches that comprise a teachers repertoire. Students usually have little or no experience of career decision- making upon which to base their intuition and often fail to consult career counselors or advisers. It was also noted that they acquire most of their information about career from parents, friends, and relatives among others. It is of great importance for teachers to critically evaluate the way they approach career decision-making and planning rather than telling students how to behave. Watts (2005) supported this approach and asserted that teachers should not only be telling students how to manage their career but helping them to acquire knowledge; skills and attitudes that will help them make better choice and transition. Research work also suggests that students can be encouraged to consider alternative ways of making decision by comparing case studies side by side on different approaches to decision making. This approach referred to as "analogical encoding" which improves knowledge acquisition. Gendner (2003, 2004) pointed out that the significant of this is to help the students develop decision-making skills that will be of importance in other context.

McNerngery and Keller (1999) observed that teachers who teach students with special needs should pay attention to students' progress and actively involve them in learning activities while offering guidance and praise for effort and accomplishment. Teachers should capitalize on student's intrinsic motivation, cognitive learning style and skill levels. This type of encouragement will create a platform to foster learning process. In spite of all the developmental tasks faced by adolescents with hearing impairment, there is need to make a career decision. There are many factors that make the issues of career decision difficult. Sheriden, (2001) reported that exploring the experience and perspectives of adolescents with hearing impairment will lead us to a deeper understanding of the developmental tasks faced by deaf children and adolescent in the formative years. This will help us get a deep insight of factors that could reduce the profound effect of the developmental task. This study therefore used family and teachers factors as determinant of career decision of adolescents with hearing impairment.

Purpose of the study

The purpose of this study is to;

- Examine the quality of life of the adolescents with hearing impairment.
- Identify and analyze links between self esteem, gender, onset of hearing loss and perceived quality of life among adolescents with hearing impairment.

Research Questions

The study attempts to answer the following questions:

1. What is the composite effect of family and teachers factor on career decisions of adolescents with hearing impairment?
2. What is the relative effect of each of the independent variables (family attitudes and teachers factor) on the dependent variable - career decisions of adolescents with hearing impairment?
3. Is there a significant difference in the career decision of male and female adolescents with hearing impairment?
4. What is the career decision knowledge of adolescents with hearing impairment?

Research Methodology

This study adopted the descriptive survey research design because it examined the attitudes, opinions and views of families (including parents and other members of family) and teachers' factors as determinants of career decision of adolescents with hearing impairment. The variables were examined the way they exist naturally without manipulation.

Population

The target populations of the study comprise all Families and Teachers of adolescents with hearing impairment and the students in Ogun State.

Sample and Sampling Technique

Families and Teachers of adolescents with hearing impairment from three secondary schools participated in the study. This is a purposive sample because participant met the requirement as families and teachers of the hearing impaired students. The first school which is St-Peter's College, is an integrated school while the other two

schools are regular secondary schools for students with hearing impairment in Ogun State as listed below:-

- *St Peter`s college, Olomore, Abeokuta.
- *Yewa college, Ilaro.
- *Adeola Odutola Grammar School, Ijebu-Ode. All these Schools are in Ogun State

Students, Family members of student and Teachers in the schools listed above were randomly selected for the study as far as they meet the criteria for the study.

Instrumentation

Questionnaire on teacher`s factors as determinants of career decision of adolescents with hearing impairment was adopted to gather information on attitudes of family towards the career decision of the hearing impaired student. It consists of two sections. Section A and Section B. Section A contained the Bio-Data of the respondent while Section B contained fifteen different items to measure the independent variable. The scale was designed in a four point likert scale. The second self designed instrument is design to collect data on teachers` influence on career decisions of adolescent with hearing impairment. It consist of two section A and section B. Section A contained the teachers` Bio-Data, Section B contained ten items to measure the independent variable-teachers` influence. The scale was also designed in a four point likert scale. The third instrument (TSKCDM) Scale was adapted by (Oyewumi, 2004) to suit the condition of the hearing impaired students. It consist of different questions which ranges from occupation knowledge, information and basic prerequisite for various profession to evaluate the students knowledge and skills of making decisions. The research instruments were validated with the help of specialist and subjecting the questionnaire to expert opinion in the field of counseling and special education. The reliability coefficients of the research instruments were obtained using Cronbach alpha method. The reliability analyses of the instruments are as follows:

- Questionnaire on family factors as determinant of career decisions of adolescents with hearing impairment= 0.65
- Questionnaire on teachers factors as determinant of career decisions of adolescents with hearing impairment= 0.77
- Test of Students Knowledge in Career Decision (TSKCD) scale = 0.63

Method of Data Analysis

The data obtained from the questionnaire were analysed using descriptive statistics of frequency count, simple percentages, mean and standard deviation and inferential statistics involving Pearson product moment correlation analysis, analysis of variance, t-test as well as multiple regressions.

Presentation of Results

Research Question one: What is the composite effect of family attitude and teachers factors on career decision of adolescents with hearing impairment?

Table 1: Composite effect of family attitude and teachers factors on career decision of adolescents with hearing impairment

Model	Sum of squares	Df	Mean square	F	p-value	R ²
Regression	43.838	2	21.919	4.353	0.017*	0.125
Residual	307.162	61	5.035			
Total	351.000	63				

*Significant at 0.05

Table 1 revealed that family attitude and teachers` factors have a composite effect on career decision of adolescents with hearing impairment ($F_{(2,61)} = 4.353$, $p < 0.05$). This implies that both independent variables (family attitude and teacher factor) jointly have effect on career decision of adolescents with hearing impairment. Coefficient of determination (R^2) is 0.125 which is 12.5%. This implies that the independent variables (family attitude and teachers` factors) accounted for 12.5% of variation in dependent variable (career decision)

Research question 2: What is the relative effect of each of the independent variables (family attitude and teachers` factors) on the dependent variable - career decision of adolescents with hearing impairment?

Table 2: Relative effect of family attitude and teachers factors on career decision of adolescents with hearing impairment

	B	Std. error	Beta weight	Rank	t-value	P-value
Constant	4.350	1.440			3.022	0.004
Family attitude	0.125	0.061	0.259	1 st	2.051	0.045*
Teachers factor	0.072	0.053	0.172	2 nd	1.358	0.180

*Significant at 0.05

On individual basis, table 2 showed that family attitude has a significant effect on career decisions of adolescents with hearing impairment ($\beta = 0.125$, $t = 2.051$, $p < 0.05$). This implies that a right family attitude will positively affect the decision making of adolescent. Teachers' factor is not statistically significant to career decision of adolescents ($\beta = 0.072$, $t = 1.358$, $p > 0.05$).

Research question 3: Is there a significant difference in the career decision of male and female adolescents with hearing impairment?

Table 3: t-test result of career decision of adolescents with hearing impairment of male and female

Gender	N	\bar{X}	SD	Df	t- cal	t- critical	p- value	remark
Male	39	8.308	2.657	74	0.390	1.993	0.698	NS
Female	37	8.541	2.545					

NS-Not Significant at 0.05

Table 3 showed that T-calculated (0.390) is less than T-critical (1.993) and p is greater than 0.05. ($t\text{-cal}=0.390$; $p > 0.05$). Therefore there is no significant difference in the career decision of male and female adolescents with hearing impairment. The mean score of female (8.541) is higher than the mean of male (8.308). The difference in the means is not statistically different.

Research question 4: What is the level of career decision knowledge of adolescents with hearing impairment?

Table 4: Level of career decision knowledge of adolescents with hearing impairment

	Frequency	Percentage
Low (< 8.42)	42	54.55
High (> 8.42)	35	45.45

Table 4 showed that the level of career understanding of adolescents with hearing impairment is low (54.55%). The mean score on career decision was 8.42. Those who scored below (54.55%) the mean were higher than those who scored above (45.45%) the mean.

Discussion of findings

The results on table one indicated that there was significant effect of the independent variables (family and teachers factors) on the dependent variable with ($F_{(2,61)} = 4.353$, $p < 0.05$). This result is in agreement with the work of Beavis (2006), who found out that family and teachers factors when combine effectively could influence the career decision of students. This is as a result of resultant efforts of both family and teachers support. The findings also support the work of De Ridder (1990), that parents and teachers' attitudes towards advising deaf children to train in different range of occupation is significant but hearing adolescents were more encouraged than hearing impaired adolescents. The findings of this research work is also in line with the work of (Warrick, 1994) that the hearing impaired adolescents receive understanding and support of both parents and teachers in their career choice which even continued after secondary education. This significant relationship of both family and teachers factors on career decision of adolescents with hearing impairment could be due to concerted efforts of both parties through motivation, understanding and engaging the adolescents with hearing impairment in purposeful activities and training that will improve and enhance their career decisions.

The results on table two showed that family attitudes are significant to career decision of adolescents with hearing impairment. ($\beta = 0.125$, $t = 2.051$, $p < 0.05$). This means that family factors have a great influence on the career decision of adolescents with hearing impairment. This findings support the work of Clark, Marschark & Karchmer (2001) that deaf students whose family are more concerned about their education have broader experience in both academic and career decision. This is also in line with the work of Author and Maker (2008)

that family cohesion has a significant effect on the career decision of adolescents with hearing impairment. Moreover, the results from the study support the findings of Brown (2002) and Lent (2001) that family influence has great impact on the decision making of an individual. It also follows the work of Yagi, (1995) that attitudes and values of family could determine ones individual choice of career. The reason for this could be that the family has much positive expectation about the adolescent ability to make career decisions. They provide enough motivation and encouragement that foster wider information and horizon about occupation and career decision. However, interaction of the hearing impaired adolescents with other member of the family will awake their curiosity about career exploration and decisions. It also showed in this findings that teacher's factors in career decision of adolescents with hearing impairment is not significant as shown in table 2 result ($\beta = 0.072$, $t = 1.358$; $p < 0.05$), this could be as a result of lack of attention attitudes by the teachers in the area of career decision making. Furthermore, majority of the teachers in our schools are always in haste to complete the syllabus or the scheme of work than to engage their students in discussion on career decision making. It is therefore, from the foregoing that it is pertinent that teachers should be saddled with responsibility of instructing students on career education to improve their career decision making skills.

The result showed that there is no significant effect of gender on career decision of adolescents with hearing loss ($t_{\text{cal}} = 0.390 < t_{\text{critic}} = 1.993$, $p > 0.05$). This finding corroborates with the work done in the past by some researchers on career decision. King (1992); Rojeswaski (1994); and Oyewumi (2004) were all in unison, support the fact that gender has no significant influence on the career decision of adolescents with hearing loss. The result of this finding as presented in table four showed that adolescents with hearing impairment have lower level of career decision knowledge and competencies. Majority of these students scored below the mean score (8.54), about 54.8 percent of the students scored below mean score. This findings support the work of researchers such as Shroedel (2000, 2001), Creed & Patton (2003) and Gottfredson (2005). This work also follows the work of Watson (2001) who noted that many adolescent have great difficulty in making career decision as a result of their lack of adequate knowledge of career education, exploration and maturity. The reason for their lower level of career decision knowledge is not far fetch. This could be attributed to inadequate information about different occupational knowledge and requirement (Oyewumi, 2004). It could also be explained that their inability to hear limit their access to vital career information and exploration through conversation, different sources of electronic media that make uses speech and oral expression and other incidental information that are easily accessible to their hearing counterpart or peer which they were deprived of

Conclusion

This study findings showed that family and teachers factors have a positive significant contribution to the career decisions of adolescents with hearing impairment, with this revelation, their lack of adequate career decision knowledge can be enhanced and ameliorate the condition through concerted efforts of both parties. Teachers as indispensable tool for educational and career advancement should encourage and inspire adolescents with hearing impairment to develop career consciousness and match their innate abilities with their interest to facilitate career decision. There is no doubt that these findings express consistent with previous literature on career decision of adolescents with hearing impairment showing their deficit in career decision and how the situation could be enhance through active involvement of family and teachers factors in their career decision for maximum utilization of their potentials.

Recommendations

Based on the findings of the study, the following were recommendation;

- The roles of family in the career decisions of adolescents with hearing impairment cannot be overemphasize. Therefore, families of adolescents with hearing impairment should have positive attitudes and expectation about their hearing impaired children career. They should be optimistic that their hearing impaired children could make wise career decisions when given the appropriate support and training.
- There should be adequate interaction between members of the family and the hearing impaired student in order to foster proper dissemination of vital information about career education and career development. It would be advisable for families of adolescents with hearing impairment to learn sign language to enhance direct communication of idea and opinion to the hearing impaired student.
- Career education programme should be offered as a routine advancement programme for adolescents with hearing impairment.
- Special teachers who are saddled with the responsibility of pedagogue should perceive career decision as an important aspect of education of adolescents with hearing impairment for future satisfaction and fulfillment.

- As at present, during the course of this research, non of the special schools selected for this study has a guidance and counselor let alone a counseling unit. Government should be sensitive to the future career of children with special needs, most especially the hearing in which this study focused on by providing supportive assistance.
- Career exploration, career planning, career education and career decision making, all these as components of career development should be included in the curriculum for adolescents with hearing impairment.

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