



PARENTAL INVOLVEMENT, PERSONALITY AND SOCIAL SUPPORT AS DETERMINANTS OF PSYCHOLOGICAL WELLBEING OF STUDENTS WITH HEARING IMPAIRMENT IN OSOGBO, OSUN STATE, NIGERIA

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Abstract

Psychological well-being of students with hearing

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impairment needs stability in order to move on in their daily activities. Stressful atmosphere is believed to create and elevate

psychological distress and reduce the strength at which students with hearing impairment will go academically and other sphere of life. Furthermore, parental involvement in school settings is capable of influencing a number of positive outcomes. This study, therefore, examined the extent to which parental support, social support and personality predict the psychological wellbeing of

INTRODUCTION

The pursuit of psychological well-being is central to human existence. Therefore, psychological well-being is a popular topic of many psychological researches. Most times, students face difficulties that can really affect their psychological well-being. In the majority of cases adolescents are able to handle the difficulties which they face; however, in the number of cases these challenges may have a serious impact on the young person's psychological well-being. In order for adolescents to achieve their goals in life and obtain academic success, it is important to be in a psychologically healthy condition. Stressful atmosphere may create and/or elevate psychological distress and reduce their academic performance (Dwyer & Cummings, 2001). Depression, Stress and Anxiety are common disorders that impact an individual's ability to perform life activities, including those required at the workplace. While the prevalence of depression for this group is high and preparation for entry into the workplace is critical for

students with hearing impairment in Osogbo, Osun State, Nigeria. The study was anchored on social learning theory, theories of behavior and Epstein Framework of Six Types of Involvement while the descriptive research design of the correlational type was adopted. Simple random sampling technique was used to select 70 students with hearing impairment from school for the deaf in Oyo State, Nigeria. Data were collected using: The Big Five Inventory ($r = 0.87$), Parental Involvement Questionnaire ($r = 0.79$), Social Support Scale ($r = 0.82$) and Ryff Psychological Wellbeing Scale ($r = 0.85$) Data were analyzed

using Pearson product moment correlation and Multiple regressions at 0.05 level of significance. Forty one of the respondents representing 58.6% were male while 29 respondents representing 41.4% were females. Personality ($r = .727$), Parental Involvement ($r = .446$) and Social Support ($r = .806$) positively correlated with psychological well-being. There were significant joint contributions of personality, Parental involvement, and social support on the psychological well-being of students with hearing impairment. The relative contributions of the independent variables to

psychological well-being were as follows; personality ($\beta = 0.622$, $t=7/377$), parental involvement ($\beta = 0.205$, $t=4.093$) and social support ($\beta = 0.622$, $t=12.161$). Personality, supportive parental involvement and positive social support are important determinants of psychological wellbeing of students with hearing impairment in Oyo State, Nigeria. Parents, school administrators and community where students with hearing impairment live should be supportive to enhance their psychological well-being.

These individuals, this relationship has not been adequately investigated.

Anxiety which is a psychological condition is a common experience to every individual on almost daily basis. Often, we use terms like jittery, high-strung, and uptight to describe anxious feelings. Feeling anxious is normal and can range from very low levels to such high levels that social, personal, and academic performance is affected. At moderate levels, anxiety can be helpful because it raises our alertness to danger or signals that we need to take some actions. Anxiety can arise from real or imagined circumstances. For example, a student may become anxious about taking a test (real) or be overly concerned that he or she will say the wrong thing and be ridiculed (imagined). Anxiety results from thinking about real or imagined events as almost any situation can set the stage for it to occur. Studies indicated that many students suffered from psychological problems, which in turn affected their wellbeing in which students with hearing impairment are no exemption. Zhao, Wang and Kong (2014) for example, reported that stressful life events are significantly elevated in anxious and depressed youths, thus could lead to low performance in academic areas. Anxiety is a well-studied psychological variable (Oyewumi, 2012). Anxiety is defined as a condition of intense agitation, apprehension, tension, fear and worry, occurring from a real or intuited threat of imminent danger, which causes instantaneous mind-body reaction and its effects are felt behaviorally and psychologically often at the same time (Merkas & Brajsa-Zganec, 2015).

Parental involvement in school settings is capable of influencing a number of positive outcomes. There is no gain saying therefore that, parents play a major factor in making the psychological wellbeing of their children positive. It is of great importance to stress that students need the presence of their parents in their schooling, especially as they deal with the demands of society,

peer pressure, and changes in adolescence. The purpose of increasing parental involvement in children's schooling is that such involvement is positive for children. The distinctions are between involvement based at school and that based at home. They used this distinction because it is concrete. The distinction between involvement based at school and based at home is important because the two embody distinct ways that parents become involved in children's schooling, with distinct effects on them.

Parental involvement on both the school and home has been argued to enhance students' achievement in school (Pomerantz, Grolnick, and Price, 2005). In skill development, parental involvement in student's academic lives improves children's achievement because of the skill-related resources it provides children. Skill-related resources include cognitive skills such as receptive language capability and phonological awareness, as well as meta-cognitive skills, such as planning, monitoring and regulating the learning process. There are a number of reasons why parental involvement may enhance skills among children. First, when parents are involved in children's academic lives, they may gain useful information about how and what children are learning in school (Oyewumi, 2012). Such information may help students build cognitive and meta-cognitive skills. Second, when parents are involved in student's academic lives, parents may gain accurate information about children's abilities.

Parental involvement is the sum total of parents' responsibilities towards the success of their wards. Students with hearing impairment required parental involvement in all ramifications in order to succeed. Parents of students with hearing impairment however often feel that their wards' education and welfare is not important with implication on their psychological wellbeing. Psychological wellbeing is the overall concept that binds the fulfillment of all and sundry. That is, imbalance in the psychological wellbeing could result in not fulfilling dreams. Hence, the absence or poor psychological wellbeing of students with hearing impairment could affect their lives in all ramifications.

In academics, parental involvement enhances children's academic performance because it affords children with variety of motivational resources (such as intrinsic reasons) for pursuing academics, a sense of control over academic performance, positive perceptions of academic competence, that foster children's engagement in school. Overtime, children may internalize the value of school, so that their academic engagement is driven by intrinsic factors such as enjoyment and personality importance rather than extrinsic factors such as avoidance of shame and rewards. Second, parental involvement represents an active strategy for dealing with the school and the challenges it presents. This enables parents to take control of the situation, to create positive change. Parental involvement in student's schooling can also enhance children's social functioning. It may improve their behavioural conduct (following the rules in school, refraining from aggressive behaviour) and relationship with their peers. The skills and motivation that children develop when their parents are positively involved in their academic lives, along with the enhanced achievement, may place students in a leadership role (taking positive initiative in the classroom with their peers, refraining from violating classroom norms). Such behaviour may foster positive peer relationships because children not only become role models but also engage in positive interactions with their peers.

Social support is a multi-faceted concept that has been very difficult to conceptualize, define and measure. Although, this concept has been extensively studied, there is little agreement among theoreticians and researchers as to its theoretical and operational definition. As a result, the concept remains fuzzy and almost anything that infers a social interaction may be considered

social support. Social support refers to the experience being valued, respected, cared about, and loved by others who are present in one's life (Gurung, 2006). It is seen as the existence or availability of people on whom we can rely, people who let us know that they care about, value, and love us. It may come from different sources such as family, friends, teachers, community, or any social groups to which one is affiliated. Social support can come in the form of tangible assistance provided by others when needed which includes appraisal of different situations, effective coping strategies, and emotional support. Social support is an element that can help individuals to reduce the amount of stress experienced as well as to help individual cope better in dealing with stressful situations.

Social support is an aspect that should be reviewed since it is described as both a buffer against life stressors as well as an agent promoting health and wellness (Dollete, Steese, Phillips, & Matthews, 2014). Research has shown that social support plays an important role in managing psychological problems. Lack of social support has been found to be one of the factors that lead to many psychological problems among students with hearing impairment. A growing number of literature and empirical researches have indicated the relationship between social support and psychological problems among students with hearing impairment.

Social support has been found to have great consequence on the education of students especially in the elementary schools (Dollete et al, 2014). However, the influence of social support, especially from parents is mostly felt in the wellbeing of persons with hearing impairment where parents' neglect is obvious based on their inability to speak or perceive sounds. It is perceived that students with hearing impairment required supports from all and sundry. Students with hearing impairment require social supports in order to cope sometimes especially in a social gathering. Students with hearing impairment without social support can become increasingly lonely and depressed; hence, it constitutes poor psychological wellbeing. Feeling of poor social support may lead these students to consider antisocial behaviours such as experimenting with drugs, physical abuse, self-mutilation, truancy or unsafe sex.

Deficits in social support have been shown to be related to many psychological problems such as depression, loneliness, and anxiety (Eskin, 2003). There is no doubt social support helps the college students to lessen depression, anxiety, and stress. They also found that social support could help the students manage and lessen their psychological problems. Social support has also been recognized to have significant impact on the achievement of the students. The support received by the students could help to decrease their psychological problems since they feel that someone is there to help them, thus helping them to perform well in academic life. By having knowledge on how social support could help students to excel in study and cope with any psychological disturbances, much information could be derived to enhance the amount of support provided.

Calvete and Connor-Smith (2016) believed that support from family and friends reduce the impact of psychological problems among students with hearing impairment. Without enough support from family and friends, students might have to face trouble and are vulnerable to depression, stress and anxiety. Hence, social support was found to be one of the most important protective factors for students. This is because social support includes social resources that individuals perceive to be available or that are actually offered to them which could help protect against psychological problems. Advice and encouragement from sources of support may also increase the likelihood that an individual will rely on active problem-solving and information

seeking. These may assist students in dealing with various stressors in the environment and facilitate a positive adjustment process.

Personality is used in a number of ways including the apparent features of a person. However, psychologists use it to refer to the characteristic pattern of thinking, feeling and acting. By characteristic pattern we mean the consistent and distinctive ways our ideas, feelings and actions are organized. Personality refers to the totality or whole of the person. Thus, the enduring pattern expressed by the person in various situations is the hall mark of personality. The way one sees himself or herself determines the way and manner which one will adjust to immediate environment. Adjusting to hearing impairment and accepting hearing loss can be difficult for many individuals, as well as for their families. The most significant consequence of growing up with hearing loss is the difficulty in perceiving others, and this limitation has direct effect on the ability to develop speech and language skills which is the essential for communication.

Positive self-esteem is important for successful functioning in everyday life. The self-evaluation of members of minority groups such as that of adolescents with hearing impairment is challenged by prejudice toward them on the part of the majority society. Nevertheless, the literature that focuses on the self-esteem and psychological wellbeing of individuals with hearing impairment shows that there is considerable variation within the Deaf community (Crowe, 2000). While some studies report lower self-esteem and psychological wellbeing among hearing impaired people than among hearing individuals (Schlesinger, 2000), other studies demonstrate that prejudice does not inevitably lead to lower self-esteem and perceived and psychological wellbeing (Bat-Chava, 2000; Crowe, 2000). Individuals are not born with their self-esteem intact; rather, self-esteem is learned by absorbing the input, feedback, and reactions from those around us. Children typically internalize such reactions without questions and allow others attitude to define themselves to themselves but adolescent however do otherwise because they have come of age to differentiate positive reactions from negative ones.

Hearing impairment acquired in adulthood creates problems that are different from the problems of those who were born with impaired hearing or who lost their hearing during their early childhood (Munoz-Baell & Ruiz, 2000). Congenital hearing impairment is more of a linguistic or communication problem since these students with hearing impairment most often are yet to acquire any spoken language. Communication disability, in turn, may lead to social rejection, delayed education; low-status jobs and low income can have an important impact on well-being. Students with hearing impairment problems derive from the fact that their hearing loss significantly changes their lives. They have to learn to adjust and adopt to new communication strategies and often to an entirely different lifestyle. They have to establish a new identity, recreate their already existing social relationships, learn to rely more on their other senses, and face the fact that they cannot hear the voices and sounds of the world any more.

Students with hearing impairment may have partial or full hearing loss on one or both ears. The characteristics exhibited by the students depend on the degree of hearing loss and the onset of that loss. According to Dzukif and Tazin (2014) the earlier the hearing loss manifests itself in a child, the more difficulty he or she will have in developing the spoken language. A hearing handicap or deafness involves not only the loss or impairment of hearing, but the loss or limitation of the ability to acquire language and speech naturally or spontaneously. For its insidious and hidden nature, hearing loss can be devastating. It can be particularly traumatic because it is often mistaken for absent mindedness or senility. For most learners, having a hearing loss threatens their self-image and may manifest as feelings of inadequacy, being constraining to

other people, being abnormal or handicapped. Most of the literature is in agreement about the feelings people experience when they lose their hearing.

It is obvious that students with hearing impairment generally have less positive ideas about themselves than do comparable groups of hearing peers. It has also been reported that there is a high incidence of emotional and behavioural problems among hearing impaired students of all ages. Based on these assumptions and facts, this study tends to examine personality, parental involvement and social support as correlates of psychological well-being of students with hearing impairment in Osogbo in Osun State, Nigeria.

Statement of the Problem

Psychological well-being as a multifaceted concept is often thought of as one of the hallmarks of the liberal arts experience, resulting from educational encounters that both guide students in the search for meaning and direction in life and help them realize their true potential. It is most important and urgent to stabilize psychological well-being of students with hearing impairment based on the impairment which places limitations to how they cope with social activities and interactions with others in the society. The limitation toward coping in the society poses more challenging situations to the wellbeing of these students.

Parental involvement on both the school and home has been argued to enhance children's psychological wellbeing but with little or no attention to how the same can be achieved amongst students with hearing impairment. Social supports and parental involvement in children's schooling is one of the crucial mechanisms through which children are socialized, so that they can cope with the challenges of academic success. Going through literature and researches, it has been discovered that few studies have been able to either experiment or analyze the impact of personality, parental involvement and social support towards achieving a maximized psychological wellbeing among regular students and without the students with hearing impairment in focus. Therefore, this study was to consider personality, parental involvement and social support as correlates of psychological wellbeing of students with hearing impairment in Osogbo in Osun State

Purpose of the Study

This study examined personality, parental involvement and social support as correlates of psychological wellbeing of students with hearing impairment in Osogbo in Osun State, Nigeria.

Specifically, this study examined the:

1. Significant relationship between the independent variables (personality, parental involvement and social support) to the dependent variable (psychological wellbeing) of students with hearing impairment
2. Composite contribution of the independent variables and the dependent variable of students with hearing impairment.
3. Relative contribution of the independent variables to the dependent variable of students with hearing impairment.

Research Questions

The following research questions were answered in the study.

1. What is the relationship between the dependent variables (personality, parental involvement and social support) to the independent variable (psychological wellbeing) of students with hearing impairment?

2. What is the composite contribution of the dependent variables (personality, parental involvement and social support) to the independent variable (psychological wellbeing) of students with hearing impairment?
3. What is the relative contribution of the dependent variables (personality, parental involvement and social support) to the independent variable (psychological wellbeing) of students with hearing impairment?

Significance of the Study

Parents of students with hearing impairment will find this research beneficial as it will add to the knowledge base of these parents, that is, through appropriate literatures that will be reviewed in this work, parents will find new information that will be of benefit to their previous knowledge about the concept of hearing impairment. Still, parents of students with hearing impairment will find this study beneficial as it will showcase reasons why they (the parents) should facilitate both academics and social lives of their wards/children. Through this study, parents will come to understand reasons why their involvement counts in facilitating higher psychological wellness of their wards which may in turn positively influence their academic and social adjustment. Parents will see the need why they must collaborate with school authorities to facilitate the psychological wellbeing of their wards.

Policy makers will see the need to enact appropriate laws and regulations that will promote parents-teachers collaboration towards stabilizing the different views students with hearing impairment do have about themselves. The appropriateness of laws will be showcased in this work through which policy makers will come to understand their responsibility to exact cooperation between teachers and parents.

Students with hearing impairment will benefit from this study. They shall greatly see the need to have positive self-concept/esteem about themselves. It is obvious that most time, students with hearing impairment lacks self-actualization and as such, has negative self-esteem which as such, affects their psychological wellbeing. Hence, students with hearing impairment will see the need to cooperate with their teachers and parents towards stabilizing their psychological wellbeing.

Teachers of students with hearing impairment will benefit from this study. They will find ways of collaborating with parents of students with hearing impairment towards maximizing the academic and social aspect of students with hearing impairment. Still, teachers of students with hearing impairment will see to the need to change their negative self-concept which always affects their psychological well-being.

Scope of the Study

The study was carried out in selected special schools in Osogbo of Osun State, Nigeria. The samples consisted of students with hearing impairment in Senior Secondary School Two (SSS II). The variables considered in the study are personality, parental involvement, social support, and psychological well-being of students with hearing impairment in Osogbo of Osun State, Nigeria

Methodology

Research Design

The descriptive survey research design of the correlational type was adopted in carrying out the study. In order to investigate the relationship among the independent variables and the dependent variable in the study, the use of correlated design is relevant because the study is a

systematic empirical enquiry in which the researcher did not want to manipulate any variables in the study.

Research Population

The population of this study comprised all students with hearing impairment in Osun State, Nigeria.

Sample and Sampling Technique

The sample for this study consisted of 70 students with hearing impairment in Osogbo, Osun State, Nigeria. Three secondary schools for the Deaf were selected through simple random sampling technique based on the study area which is spread across the three senatorial districts in Osun State. One school was selected in each of the three Senatorial districts of Osogbo, Osun State, Nigeria.

Research Instruments

The following instruments were used for data collection.

The Big Five Inventory (BFI): The Big Five Inventory was initially developed by John and Sravastava (1999) to test for the five facets of personality: extraversion versus introversion; agreeableness versus antagonism; conscientiousness versus lack of direction; neuroticism versus emotional stability and; openness versus closeness to experience. The adapted version of the instrument was used by Shiota, Ketiner and John (2006) with reliability co-efficient of 0.87. The instrument is a five-point scale (1-5) with 1 = disagree strongly and 5 = agree strongly.

Parental Involvement Questionnaire: This questionnaire was designed to elicit information on the length at which parental involvement affect the success of their children. Basically, this instrument was meant to ascertain the relationship between parents and their children as it promote or discourage educational success on their part of their children; however, the instrument was adapted in order to cater for present variables. The questionnaire is divided into two parts. The first part contains the information of parents which is meant to be related to the length at which these parents' education and order vital background predict their state of involvement in their wards' education. The second part however contains series of statements to elicit information on parental involvement. Respondents rate statement on scale of 1-5 with reliability co-efficient of 0.79.

Social Support Scale The Social Support Scale originally designed by Zimet, Dahlem, Zimet & Farley, (1988) was adopted for the study with reliability co-efficient of 0.82, tends to elicit information regarding social supports of children. The items tended to divide into factor groups relating to the source of the social support, namely family, friends or significant other. The items contain in the scale are twelve in number, meant to ascertain how well social support of school children were guaranteed

Ryff Psychological Well-being Scale: Ryff psychological well-being scale was adopted for data collection. It is a straight forward and relatively short survey that assesses the psychological components of well-being. It consists of a series of statements reflecting the six areas of psychological well-being: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The multidimensional structure of psychological wellbeing of measured by Ruff inventory has been tested and validated. The test re-test reliability

of .85 of measure by coefficient's alpha was arrived at. Respondents rate statement on a scale of 1-5 with 1 indicating strong disagreement and 5 indicating strong agreement.

Procedure for Data Collection

The researcher visited the schools where the study was carried out in order to familiarize the staff and students with the objectives of the exercise. Permission was sought from the Principals of the schools before the instruments were administered on the identified participants.

The researcher also employed the services of research assistants to assist the researcher in the administration of the instruments.

Method of Data Analysis

The data collected was analysed with the use of Pearson's Product Moment Correlation (PPMC) and Multiple Regression Analysis. Pearson's Product Moment Correlation (PPMC) was used to measure the relationship among the variables of interest in the study while multiple regression analysis (MRA) will be meant to verify the composite and relative contribution of the independent variables to the dependent variable.

Results

Socio-Demographic Characteristic of Respondents

Table 1: Distribution of gender of respondents

GENDER	FREQUENCY	PERCENTAGE
MALE	41	58.6
FEMALE	29	41.4
TOTAL	70	100.0%

Table 1 revealed frequency distribution according to gender with high percentage of male as 41 (58.6%), while female was 29 (41.4%). This implies that male has higher percentage as used for the study.

Table 2: Distribution of age range of respondents

AGE GROUP	FREQUENCY	PERCENTAGE
10 TO 15YRS	9	12.9
16 TO 20YRS	55	78.6
21 YRS AND ABOVE	6	8.5
TOTAL	70	100.0%

Table 2 revealed the frequency distribution according to age range of respondents. The result shows that respondents with age range of 10 to 15 years was 9 (12.9%), while age range of 16 to 20 years was 55 (78.6%) of the total respondents, and age range of 21 years and above was 6 (8.5%). This shows that respondents with age range of 16 to 20 years have the highest percentage.

Table 3: Distribution of Parent Educational Background

PARENTS EDUCATIONAL BACKGROUND	FREQUENCY	PERCENTAGE
NO FORMAL EDUCATION	18	25.7
PRIMARY SCHOOL LEAVING CERTIFICATE	22	31.4

NCE/DIPLOMA	9	12.9
B.ED/B.SC./HND	5	7.1
MASTER DEGREE AND ABOVE	11	15.7
OTHERS	5	7.1
TOTAL	70	100.0

The data in table 4 revealed that 18 representing 25.7% of the respondents has no education, 22 of them or 31.4% of the respondents has primary school leaning certificate while NCE/Diploma were 9 (12.9%) of the total respondents and of them or 7.1% of the respondents has B.Ed./B.Sc./HND while Master degree and above were 11 (15.7%) of the total respondents and others certificates were 5(7.1%) of the total respondents. However, it implies that majority of the respondents were primary school certificate holders.

Analysis of Research Questions

RQ1: What is the relationship between the independent variables (personality, parental involvement and social support) and the dependent variable (Psychological wellbeing) of students with hearing impairment?

Table 4: Inter-correlation Matrix of independents and dependent variables

VARIABLE	PSYCHOLOGICAL WELLBEING	PERSONALITY	PARENTAL INVOLVEMENT	SOCIAL SUPPORT
PSYCHOLOGICAL WELLBEING	1			
PERSONALITY (P VALUE)	.727** .000	1		
PARENTAL INVOLVEMENT (P VALUE)	.446** .000	.442**	1	
SOCIAL SUPPORT (P VALUE)	.806** .000	.375** .001	.372** .002	1
MEAN	69.22	69.51	26.17	24.27
STANDARD DEVIATION	13.97	13.74	8.83	6.27

Table 7 showed that: there was a significant relationship between the independent variables (personality, parental involvement and social support) and the dependent variable (Psychological wellbeing) of students with hearing impairment. That is, Personality ($r = .727$, $N = 70$, $p < .05$), Parental Involvement ($r = .446$, $N = 70$, $p < .05$), and Social Support ($r = .806$, $N = 70$, $p < .05$). It implies that, there was a significant relationship between the independent variables (personality, parental involvement and social support) and the dependent variable (Psychological wellbeing) of students with hearing impairment.

RQ2: What is the joint contribution of the independent variables (personality, parental involvement and social support) to the dependent variable (Psychological wellbeing) of students with hearing impairment?

Table 5: Summary of Regression Analysis of the combined prediction of personality, parental involvement and social support e on the dependents variable (Psychological wellbeing) among students with hearing impairment

.R	R SQUARE	ADJUSTED SQUARE	R	STD. ERROR OF THE ESTIMATE		
0.928	0.861	0.854		5.33511		
SUMMARY REGRESSION ANOVA						
	Sum of Squares	Df	Mean Square	F	P	Remark
REGRESSION	11603.759	3	3867.920			
RESIDUAL	1878.584	66	28.463	135.891	0.000	P<0.05 Sig.
TOTAL	13482.343	69				

Table 8 showed there was a significant composite contribution of the independent variables (personality, parental involvement and social support) on the dependents variable (Psychological wellbeing) among students with hearing impairment. That is Psychological wellbeing correlated positively with the independent variables (personality, parental involvement and social support). The table also shows a coefficient of multiple correlations (R) of 0.928 and a multiple R square of 0.861. This means that 85.4% (Adj. R²=0.854) of the variance in the Psychological wellbeing 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- 3/66). The table also showed that the analysis of variance for the regression yielded a F-ratio of 135.891. The above is significant at 0.05 level.

RQ₃: What is the relative contribution of the independent variables (personality, parental involvement and social support) and the dependent variable (Psychological wellbeing) of students with hearing impairment?

Table 6: Relative contribution of the independent variables to the dependent variables (Test of significance of the regression coefficients)

VARIABLE	UNSTANDARDIZE D		STANDARDIZED			
	COEFFICIENTS		COEFFICIENTS	t	Sig.	Remark
MODEL	(B)	Std. Error	Beta			
CONSTANT	.705	3.586	-	.197	.845	-
PERSONALITY	.505	.054	.496	9.377	.000	P<0.05(Sig.)
PARENTAL INVOLVEMENT	.308	.084	.205	4.093	.026	P<0.05(Sig.)
SOCIAL SUPPORT	1.386	.114	.622	12.161	.000	P<0.05(Sig.)

Table 9 reveals there a significant contribution of the independent variables to the dependent variable, expressed as beta weights. There is correlation coefficient of personality, parental involvement and social support on the dependents variable (Psychological wellbeing) among students with hearing impairment. Using the standardized regression

coefficient to determine the relative contributions of the independent variables, Social Support ($\beta = 0.622$, $t = 12.161$, $p < 0.05$) indicates most potent contributor to the prediction, follow by Personality ($\beta = 0.496$, $t = 9/377$, $p < 0.05$), and Parental Involvement ($\beta = 0.205$, $t = 4.093$, $p < 0.05$). It implies that there a significant relative contribution of the independent variables (personality, parental involvement and social support) and the dependent variable (Psychological wellbeing) of students with hearing impairment.

Discussion of Findings

The findings in the study showed that there is significant relationship between personality, parental involvement and social support on psychological wellbeing of students with hearing impairment. It is obvious that the relationship between parental involvement, personality and social support influence the psychological wellbeing of students with hearing impairment. This study however support the findings by Mazzucchelli and Pirrell (2015) that the well-being of students with hearing impairment experience high levels of psychological well-being and as such, is considered to be a central criterion of positive mental health. In addition to this, psychological well-being of students with hearing impairment is the outcome of favourable life circumstances. Furthermore, Schofield, Congner, Donnellan, Jochem, Widaman and Conger (2012) reported that the well-being of students with hearing impairment is important for influencing students' later attitudinal and career outcomes, but also outcomes that benefit communities and society at large.

It was obvious in the findings of the study that there is significant contribution of personality, parental involvement and social supports on the psychological wellbeing of students with hearing impairment. From the study, it is evident that there was a significant composite contribution of the independent variables (personality, parental involvement, social support) and psychological wellbeing of students with hearing impairment. This finding therefore supports the finding of Gale and Gita (2014) reported that the involvement of parents in taking care of their children in terms of helping them with their assignment correlates positively with the wellbeing of students. This indicates that parental involvement is a strong contributing factor to students' wellbeing. The findings of this study does not however agree with that of Jeynes (2003) who found that parental involvement in decision making does not directly influence the psychological wellbeing of the wards.

The study found out that there is significant contribution of personality, parental involvement and social support on the psychological wellbeing of students with hearing impairment. The present study is an indication to the results findings of Catie and Cecilia (2016), that friend, parents and the community among others plays a more influential role during young adulthood than during adolescence in the psychological development of students. According to Amett (2000), young adults spend more time with their peers and depend less on family emotionally and financially. This study is also supported by the findings by Quomma and Greenberg (1994) cited in Dzulkifli and Yasin (2009) who found that less social support and parental supports are vital ingredients that place the psychological wellbeing of students in failure.

Conclusion

The study has been able to provide empirical evidence on the influence of personality, parental involvement and social supports on the psychological wellbeing of students with hearing impairment. Specifically, it revealed that personality is a cogent factor that predicts the

psychological wellbeing of students with hearing impairment. Other areas of collaboration that also had significant relationship on the psychological wellbeing of students with hearing impairment are parental involvement and social supports. Therefore, in considering the joint contributions of the variables used for this study, one can safely conclude that personality, parental involvement and social support correlate with the psychological wellbeing of students with hearing impairment.

Recommendations

The findings of the study have shown that personality, parental involvement, and social support correlate strongly on the psychological wellbeing of students with hearing impairment. Based on this result therefore, the following recommendations are made;

- i. Parents should be strongly involved in the education of their children. Hence, they should be supportive in the education of their wards both at home and in the school which will definitely stable psychological wellbeing among their wards.
- ii. School administrators should also communicate the needs, present state and progress of each student to their parents. This will give the parents opportunity to encourage and provide the needed assistance to their children where necessary so that students can maximize their leaning potentials.
- iii. Personality although is within, parents and the community in which students with hearing impairment find themselves should be ready to help improve the self-concept and self-esteem of these students as this will help in the way these students perceive or see themselves, hence, their psychological wellbeing will be positively guaranteed.

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