

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

In many parts of the world, Nigeria inclusive, reading happens to be the medium of communication in all subjects. The ability to read and perform well is important, especially in English language because this serves as precursor of success in the learning of other subjects, and it is the “lingua franca” of instruction. The ability to read and profit from the reading materials is also an essential skill as it is daily required by the young and old for effective integration in this ever changing society. Excellent skills in functional reading helps the adolescents with mild-intellectual-disability carry out simple tasks such as reading advertisements, buying and selling, carrying out financial transactions, reading road signs. All these make functional reading skills in relation to the easy adaptation of the adolescent with mild-intellectual-disability in the society necessary to be taken seriously.

Reading happens to be the medium of communication in all subjects; the knowledge is of dire importance as adolescents with mild-intellectual-disability should be able to comprehend what is required of them to create understanding before academic skills can occur. Functional reading is a very important tool for the promotion of personal, social and technological development as the ability to read and comprehend text will be a pre-requisite for full participation in the classroom in this modern society. It is a means of language acquisition, communication, sharing information and ideas. Difficulties in functional reading skills present serious and potentially lifelong challenges to adolescents with mild-intellectual-disability, who do not know how to read or read well. These adolescents are more likely to be retained in a class in some schools, drop out of school, or become teen parents, or even become delinquents. For many new readers, adolescents with mild-intellectual-disability specifically, the process of learning to read is seen as mysterious; some learners may think that reading is simply about being intelligent.

The central position of reading in the educational pursuit of a child has been widely acknowledged by scholars (Cooper, 2002); (Alegbeleye, 2004). This, perhaps, is because reading is a skill not limited to language learning but an indispensable tool for acquisition of knowledge generally in all the school subjects and day to day living. When information is read, the eye is used to receive written symbols (letters, punctuation marks and spaces) and the brain is used to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (that is, carried out within an individual) or aloud (so

that other people can hear). Reading is also a receptive skill, through it, information is received. The complex process of functional reading also requires the skill of speaking, so that words read can be pronounced. In this sense, functional reading is a productive skill in that information is received and transmitted (even if only to oneself).

Functional reading skills are usually relatively adequate "to manage daily living and employment tasks that require reading skills beyond a basic level (Giere and Ursula 1987). In this era of globalization and technological revolution, reading is considered as important to every human activity. It plays a vital role in knowledge acquisition and the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle and Lewis, 2002). Like all language skills, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language of community which is culturally and socially situated (Valdois, Habib and Cohen, 2008). Learning to read is a complex and challenging task for an individual, let alone adolescents with mild-intellectual-disability; because it requires explicit teaching and considerable long time practice to acquire.

Adolescents with mild-intellectual-disability as effective readers must develop the skills involved in both word recognition and language comprehension which are necessary for functional reading performance within the classroom. Adolescents with mild-intellectual-disability cannot read unless the adolescent can recognize the printed words. However, the adolescent must not only recognize and identify the printed words; he must also understand the text, for reading to be effective (Catts, Adlof and Weismer, 2006). Therefore, since reading is a complex task, adolescent with mild-intellectual-disability must be assisted to understand this complex process of learning to read, by learning to read functionally, this can be done by using real life objects and pictures to pass across the information. This was also advocated for by (The National Federation of Teachers, 2010) that the most fundamental job of the nation's educational system is to teach children to read in order for easy communication and integration in the society. Teaching functional reading skills to adolescents with mild-intellectual-disability (ID) has been largely ignored. Typically, in many schools, it is assumed that reading is a skill that is beyond the intellectual capabilities of adolescents with mild-intellectual-disability, and that at best they might be taught to recognize a limited number of sight words (that is, high frequency words). Four among five adolescents with mild-intellectual-disability never achieve even minimal level of literacy (Katims 2001).

Individuals with intellectual disability are more limited than the typically regular individuals in how well and how quickly they can learn to function in their different environment. This limitations often involve amongst others, language and communication, the ability to live at home and/ in the community, the ability to perform up to average standard in school or at work. It is in this light that several scholars have proffered definitions of what makes up the individual with intellectual disability. According to (Oyundoyin 2013) intellectual disability is a disability arising from delay in brain development during the developmental period and resulting in significant limitations in intellectual, social, emotional and behavioural adjustments of the individual so affected. (The American Association of Intellectual and Developmental Disabilities 2011) also explained that intellectual disability is characterized by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social and practical adaptive skills.

There are numerous causes and various classifications of intellectual disability; it can be as a result of birth injury, infections, toxins, genetic and social causes. It can also be classified into prenatal, perinatal and postnatal causes. Also several social factors such as psychological trauma, impoverishment, low socioeconomic status and certain cultural influences on the adolescent's rearing can be detrimental to the adolescent's development, this can lead to intellectual disability. The problem of short attention span, poor body formation, inadequate communication and language skills, poor visual acuity, and development progress is very slow. They are usually many years behind from their peers, some are withdrawn, passive, quiet, loners, do not cooperate in class group work and have low self-esteem. The adolescents with mild-intellectual-disability have their IQ between (52-68%). They are close to their typically normal counterparts and are the largest in the category of intellectual disability. They are able to fit into society with little support, as well as most importantly develop functionally basic language ability to help the adolescent with mild-intellectual-disability easily integrate into the larger society and furthermore develop good social skills.

Adolescents with mild-intellectual-disability tend to exhibit more behavioural problems than their typically developing peers, which often results from multiple causes that are difficult to disentangle (Guralnick, Hammond and Connor, 2003). They have difficulty perceiving and interpreting correctly, external stimuli, they may exhibit aggression, phobias or passivity. Moreover, they have difficulties in perceptive skills, concentration, memory, language development, generalization skills and eye-motor coordination (Hodapp, 2003). Adolescents with mild-intellectual-disability lack higher cognitive functions, such as critical

and creative thinking, as well as the processing of abstract concepts (Richardson and Koller, 1996). The awareness of their personal difficulties in combination with the lack of a friendship network contributes to their experience of loneliness (Manetti, Schneider and Siperstein, 2001). These adolescents may be clumsy, use simple language with short sentences, have minimal organizational skills and will need reminders about hygiene such as, washing hands, brushing teeth (life skills). Weak confidence is often demonstrated by adolescents with mild-intellectual-disability. They are easily frustrated and require opportunities to improve self-esteem. Lots of support will be needed to ensure they try new things and take risks in learning. Concrete to abstract thought is often missing or significantly delayed. This includes lack of ability to understand the difference between figurative and literal language.

Adolescents with mild-intellectual-disability are expected to be taught to read using strategic techniques that will provide them with needed skills for better performance and acquisition of necessary skills to fully process individual words in the text and derive meaning from such text. For developing readers and adolescents with mild-intellectual-disability this skill may not be acquired easily, but it is essential for them to become strong and capable readers. In fact, the performance of adolescents with mild-intellectual-disability in functional reading is relatively different when compared to their typically regular counterparts reading level and performance. This is due to their subnormal average mental development. (Obani, 1991) explained that intellectual disability manifests when there is an unusual difficulty or ability to learn which is far below that of their typical adolescents. (Abang, 1985) reiterated earlier that of all the groups that come under exceptional children, adolescents with mild-intellectual-disability were the most neglected, most ill-treated and were not regarded as human beings, simply because of their low intelligence level. Therefore, adolescents with mild-intellectual-disability most of the time play second class roles, rather than first class roles along with their fellows without intellectual disability in the classroom during reading activities. They often find themselves among the most abandoned by parents at home and by teachers in the classroom. It is essential to state here that home and school environment play important roles in the skill acquisition of adolescents with mild-intellectual-disability and any hitch from either of the social factors may lead to poor functional skills in reading among the adolescents with mild-intellectual-disability.

(Akinboye 2000) asserted that parents need to understand that the child begins life as an infant who totally depends on them and that early caring and giving attention to the infant guarantees security and trust. (Ajila and Olutola 2002) opined that the state of the home

affects children a lot since the parents are the first socializing agent in an individual's life. Since the parents of adolescents with mild-intellectual-disability are their primary caregivers, they must understand that building strong relationship with their offspring will go a long way in helping them to overcome their primary challenge of relationship. This will in turn positively help them to relate well with others in the larger society thereby make gain from reading materials in the classroom. One of the basic objectives of special education is to help the adolescent with disability live an independent life as much as possible. In recognition of this fact, the importance of the home environment is stressed, because if adolescents are motivated in the home and learn new information from their home environment, this will arouse their curiosity and will offer them moderate challenges that will lead to success in every other aspect of life (Schunk, Pintrich and Meece, 2010).

Home environment which involves people's domestic lives and other factors can enhance their living conditions. These factors may be physical or psychological conditions which may be due to parenting social circumstances. The home environment where adolescents are raised may make or mar the psychological and behavioural development of the adolescent. Home environment is the most important institution for the existence, continuance of human life and the development of various personality traits. An ideal home environment can be described as where there is proper reward to strengthen the desired behaviour. This kind of environment also has keen interest in and love for the adolescents' growth. It provides opportunities for them to express their views freely, by not preventing them from acting independently. In fact, the ideal home environment does not allow the adolescents to remain at infantile stage. Likewise, the environment does not place stringent rules on them and it does not compel them to act according to parents' desires and expectations.

Adolescents with mild-intellectual-disability are the most strongly influenced by the home environment during the infancy and early childhood stages, when they are under the direct influence of their parents. As they mature, schools and peers also begin to play different roles in their intellectual and social development. (Emeke, 1984) stressed that the environmental condition and the nature of social interaction that goes on in the family may have some positive or negative influence on the academic achievement of a child. The home of the child is the first place he enters when born into the world by parents. A home is a place where adolescents live with their parents or guardian and it is the place where they are groomed. It is a place where the adolescent begin to learn the norms and values of the society in which they find themselves.

The home influences the adolescent at the most earliest possible time of his life at a time when his mind is most receptive. It provides the first impression which may last through the whole life of the adolescent. The adolescent often sees the parents, siblings and things in their immediate environment to be most significant and they are capable of promoting or diminishing him in self-worth and academic performance (Ekanem, 2004). The environment is the immediate surroundings in which the adolescents find themselves. The parents or guardian of the students are responsible for providing the right home environment that will facilitate effective learning for their wards. The home environment includes all the human and material resources present at the home that affects the student's education and living. Thus, the home is the basic institution for providing the child's primary socialization and laying the educational foundation for the child upon which the other agents of socialization are built. The environment also plays a very remarkable role in the life and educational success of every individual.

Some homes have many materials and activities that can stimulate adolescents' thinking, such as computers, books, and puzzles. Parents in some homes do invest in the educational training of the adolescents, while in some homes little or no resources are committed to the education of the adolescents. In fact, adult members in many environments pay little or no attention to adolescents' education (Eccles, 1998). It must also be understood that adolescents take their experiences from home environment to school every day. Therefore, homes with positive support and adequate provision of necessary educational materials will help the adolescents with mild-intellectual-disability to cope with the stresses and uncertainties of the classroom. Conversely, adolescents who leave home in the morning for school without a proper breakfast, or worrying about their parents' regular fracas at home and knowing that they will be returning to an unsafe home may not perform well in school subjects, reading inclusive. No matter how good the school is, adolescents with mild-intellectual-disability will be less able to take advantage of it, if the home environment is inadequate.

The home, being a powerful influence on the adolescent and its importance as a primary agent of socialization could in no doubt enhance or hinder the academic performance of the adolescent depending on the social climate in the family. Home, being the first and major agency of socialization plays an important role in the life of an adolescent. No matter the policies or laws of the land, as long as there are no values or unity in the home, the adolescents with mild-intellectual-disability will find it very difficult to learn. Among family factors in the home which are of greatest influence are social class variables and the

educational and family environment. Definitely, various home environment variables such as educational level, socioeconomic status, parenting style amongst many others have been found to contribute immensely to the total well-being of the adolescent with mild-intellectual-disability, their functional reading skills inclusive. Parents who provide a warm, responsive, supportive home environment, and learning materials encourage exploration, stimulate curiosity; accelerate their children's intellectual development (Meece, 2002).

Parents' social position influences many aspects of the adolescent's school and career. The socio-economic status of the parent could be high or low as the case may be. It is obvious and known that parents from high socio-economic background provide adequate motivation for their adolescents in various ways in encouraging them to read. On the other hand, adolescents from low socio-economic background are not most times given adequate motivation by their parents. They have little or no access to books, educational materials and other supplements to reading. The intellectual development of the adolescent with mild-intellectual-disability from low socio-economic background is usually impaired by unfavourable environmental support to learn. The high social position of parents of adolescents with intellectual disability may make it easier for them to meet up with the expensive rehabilitation needs; it will also help them to serve as their children's advocates who collaborate with educational institutions, so as to help them in their studies (Heward, 2009). It is also claimed by (Switzer, 1990) that parental social position plays significant roles in the educational needs of the adolescent with disability than it does in the education of adolescents without disability, although more research is necessary in this area in order to offer a better understanding on this phenomenon. The socio-economic status of parents, as well as being a member of ethnic and cultural group clearly differentiates forms of education that adolescents with mild-intellectual-disability receive.

Obviously, the predictors of success in adolescent's functional reading skills include socioeconomic status (education, family income) as well as their engagement in school activities. (Ademola, 2002) compared the intellectual development of adolescents from high socio-economic background and concluded that social class difference affected the intellectual development of adolescents. Parents from higher social status are more actively engaged in supporting the development of the adolescents, and this contributes to their higher school achievements (Zhang, 2011). Adolescents with mild-intellectual-disability from low socio-economic background are prone to lots of vices, because they are made to fend for themselves, hawk goods or beg for alms. In the process of trying to survive, such adolescents who are supposed to be protected and guided by their parents or guardian from societal ills

are exposed to different types of behavioural acts, particularly criminal acts, like gambling, stealing to mention but a few. Often times, it is always indicated that it is not only parents' social position and educational level that are essential in the functional reading skills of the adolescents with mild-intellectual-disability, but abilities of adolescents to cope with problems and greater engagement in the adolescent stage may be important for their learning progress.

Parents with low social economic status have been found to be more submissive and obedient, to have lower social aspirations, and to treat home-school contacts as insubstantial and awkward (Harry, 1992). This accounts for why many adolescents with mild-intellectual-disability are school dropouts, street beggars and vagabonds. Some parents or guardians believe that educating adolescents with disability is a waste of time and resources, and so even when sent to school, priority is rather given to their typically normal counterparts. One of the tasks of Education is to train young people to become useful members of the society and this training begins at home in the informal way. (Linus, 2000) in a study on the relationship between parental occupation and education of the adolescent, concluded that educational achievement is determined by the occupation of the parents. Parental engagement in adolescent's education has a positive impact on the adolescent's functional reading skills. (Cotton and Wikeland, 2005) ably capped it by asserting that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. The pressure on achievement reported by parents of adolescents from integrative and regular schools is higher than in special schools (Connor and Ferri, 2007). In order to meet these requirements, adolescents must devote more time to learning, at home, as well as in school. The academic performance of adolescents with mild-intellectual-disability heavily depends on the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004); (Shumox and Lomax, 2001).

The education received by adolescent from parents and significant others at home is most likely to have a highly significant and dominant effect on the behaviour of the adolescent later in life. What the adolescent learns at home and how his family motivates him towards education contributes to the adolescent's success or failure at school. Educational background of the parents and caregivers is found to be another influential factor on the education of the adolescent with mild-intellectual-disability.

Parental education and retention in school has been linked with success in functional reading skills, therefore many scholars agreed that parental influence plays a major role in the functional reading skills of the adolescents with mild-intellectual-disability. It was also



stressed that non-educated parents cannot provide the support needed at school (Pryor and Ampiah, 2003); (Juneja, 2001). Involvement of parents of adolescents with mild-intellectual-disability is a valuable component of the student's education. It is a well-established fact that involvement of parents in the learning of adolescents with mild-intellectual-disability is linked to the adolescent's success at school. When parents are involved in their children's education at home, they do better in school. (Henderson and Berla, 1994). The level of parent-school involvement is a better predictor of grades than are standardized test scores (Desimone, 1999). Parent's educational level has an impact on young adolescent's cognitive and language development: Parents' level of education correlates with the cognitive development of babies between 12 months and 27 months of age (Roberts, Bornstein, Slater and Barrett, 1999). This is because parents who are educated take more interest in their adolescent's progress at school. In the same vein, (Daniel, 2004) was of the opinion that parents who are educated are basically instructional managers; it is their duty to bring about effective and efficient home management devoid of indiscipline and conducive for learning to take place.

Parents who are educated help their adolescents make academic decisions. They pointed out that adolescents whose parents are educated perform well in school, this is because parents of such adolescents take more interest in their adolescents reading pattern. (George, Hansen and Schoon, 2007), indicated that children with the most educated parents (who had degree-level or above qualifications) were on the average about 12-13 months ahead of those with the least educated parents (who had no qualifications). (Asiwe and Odirin, 2014) observed that access to education is a complex process involving a range of supply and demand factors which often interact with each other. It is difficult to attribute access, or non-access to one specific factor; rather access to education involves a process with overlapping determinants. It is believed that when parents monitor homework, encourage participation in extra-curricular activities, are active in parent's teacher associations and help adolescents develop plans for their future; adolescents are more likely to respond and do well in school. When parents are involved in the schooling of their adolescents, they go farther in school and in their schools, they perform better. Throughout time, parents have been "portrayed as both friend and foe in the course of educational reforms" (Peressini, 1998). Parents need to educate themselves for their children to become good citizens in the future.

The relationship between parents and their children continually remains an issue for discuss as the kind of relationship, whether positive or negative will greatly affect the child especially the adolescent with mild-intellectual-disability. This has made scholars to look

closer at what parenting style is and how it affects the adolescent. The term parenting style is coined by (Baumrind, 1989) to capture normal variations in parents' attempts to control and socialize their children. She elucidates further that parenting style captures two important elements of parenting namely, parental responsiveness and parental demand. Parental responsiveness has to do with the extent to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to the adolescent's special needs and demands. On the other hand, parental demand refers to the claims parents make on children to become integrated into the family where by their maturity demands supervision, interdisciplinary efforts and willingness to confront the child who disobeys (Baumrind, 1989). The import of the foregoing, as (Guarian, 2007) puts it that parenting style is complex and so it refers to the broad pattern of actions, rather than to a single act. Parenting style has been found to predict adolescent's well-being in the domains of functional reading skills, social competence, academic performance, psychosocial development, and problem behavior.

The philosophical state of a child has been shown to be a determinant of the ability to learn effectively (Baumrind, 1989), while the type of home an adolescent comes from, the parenting style prevailing in such a home, are some of the home factors that could affect the psychological state of a given adolescent and also influence such an adolescent outcome (Oduolowu and Leigh, 2012), (Nancy, 1999); (Gadsden et al., 1997). Parenting style on the other hand, is often described as response to attitude expressed towards the adolescents in a wide range of situations. Good parenting and strong family ties can help to protect adolescents from many threats from the outside world and also prevent them from developing aggressive behaviours (Pattern, 2000). Different factors in most cases determine parenting styles, which may include family and personal values, parental, culture, religion and personality, temperament of parents and of the adolescents, socio-economic status and ethnicity (Bornstein and Zlotnik, 2005). Parenting is one of the complex tasks every parent hopes to succeed in. For all social and educational development, the family and parenting style plays an important role. Moreover, parenting forms the basis of a family environment because with or without parental education, it will not be possible for parents to fulfill their roles and duties in the family and the society.

Parents require help regularly to develop their parenting skills. Children and adolescents whose parents are uninvolved perform most poorly in all domains of life. Warmth in the attitudinal response of parenting style implies being involved and interested in an adolescent's activity, listening to the adolescent, and being supportive of the adolescent.

Demandingness refers to the amount of control a parent imposes on an adolescent, the implementation of standards and rules, and degree to which a parent enforces the rules (Broderick and Blewitt, 2003). Autonomy granting is described as allowing children autonomy and individual expression within the family setting (Steinberg, Lamborn, Darling, Mounts, and Dornbush, 1994). It is important to note that parenting styles vary not only geographically, and culturally but also between and within individual parents. Factors that determine parenting styles include family and personal values, parental cultural background, religious beliefs, personality, socio-economic status and ethnicity (Bernstein, 2014); (Belsky, 2010).

The degree of the total well-being of the adolescent with mild-intellectual-disability has made the school environment a very important component in their total development. The physical learning environment of the school such as school facilities must support its users and must be in harmony with the environment; it must also encourage social participation, provide a healthy, comfortable, safe, secure and stimulating setting for its occupants. The physical learning environment is also seen as a conventional classroom which may include a combination of formal and informal education systems where learning takes place, that is, both inside and outside of school setting (Manninen, 2007). In this regard, the concept of the physical learning environment refers to physical structures, spaces, equipment and tools within the school. (Lehtinen, 1997) asserted that the physical learning environment has evolved into an even more complex structure that includes teaching equipment, sources of information and events inside the school, where students take part in the learning process directly. (Manninen, 2007) categorizes learning into five different contexts: physical, local, social, technological and didactic. A school environment where adolescents with mild-intellectual-disability are given derogatory names, where the adolescent rights are not respected, teacher's attitudes are generally negative, rules given in unclear terms, and learning tasks are unachievable, such school environment may create the inability to perform well in functional reading for this category of adolescents.

The problem is compounded when the school often serves as a place that makes no allowances for the short-comings of these adolescents, a place where teachers are unable to comprehend their difficulties. The inconsistency and unpredictability characterized with learning disabilities may account for an occasional academic breakthrough during which these students perform well. When students find their school environment to be supportive and caring, they are less likely to become involved in substance abuse, violence, and other problem behaviors (Hawkins, Catalano, Kosterman, Abbott and Hill, 1999); (Battistich and

Hom, 1997); (Resnick, 1997). They are more likely to develop positive attitudes toward themselves and pro-social attitudes and behaviors toward others (Schaps, Battistich, and Solomon, 1997).

One persuasive explanation attributes the effectiveness of high-community schools to their capacity to satisfy students' basic psychological needs for safety, belonging, autonomy, and competence (Deci, Vallerand, Pelletier and Ryan 1991). When these basic needs are fulfilled, students are more likely to become engaged in, and committed to, the school and, therefore, inclined to behave in accord with its expressed goals and values (Watson, 2003). This phenomenon is often termed "school bonding" or "social bonding" (Hawkins, Catalano and Miller, 1992). (Okoro, 2012) observed that education is the major key to sustainable development and the teacher is undoubtedly the most important factor in the education enterprise, she emphasized that the outcome of education is largely dependent on how effective the teachers are. Improving teachers and adolescents' relationships has important, positive and long-lasting implication for both adolescents' academic and social development.

Improving adolescents' relationships with their teachers will result in gains in functional reading skills. The adolescents who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than the adolescents with more conflict in their relationships. Teachers who encourage positive relationships with the adolescents create a classroom environment that is more conducive for learning as such environment meets adolescents' developmental, emotional and academic needs. In contrast, progressive educators have contended that "students will care about schools that care about them" and that students will work harder to achieve academically in a context of safety, connection, and shared purpose (Noddings, 1996). The quality of early teacher-student relationships has a long-lasting impact in that adolescents who had more conflict with their teachers or showed more dependency toward their teachers in schools also had lower academic performance (as reflected in mathematics and language arts grades) and more behavioural problems (for example, poorer work habits, more discipline problems) through the eighth grade, In addition, experts disagree over teachers' reading practices that are most desirable. Unlike mathematics skills, which are predominantly learned in schools, the basic skills to support functional reading skills development are formed at home and in the community (Heath, 1983). Teachers who use more learner-centered practices (that is, practices that show sensitivity to individual differences among students, include students in the decision-making, and acknowledge students' developmental, personal and relational needs) produced greater motivation in their students than those who used fewer of such

practices (Daniels and Perry, 2003). The Increased National focus on teacher quality and improving results for all adolescents, it is important to understand the unique contributions of professional development to teacher practice and adolescent performance while taking into consideration other important variables known to contribute to improved teacher practice.

Personality is a way of thinking, feeling and behaving (decision-making), It embraces moods, attitudes and opinions and is most clearly expressed in interactions with other people. Furthermore, (Furnham, Disson, Sloan and Chamorro-Premuzia, 2007), were of the opinion that personality is the stable patterns of behaviours which are independent of each other. It embodies an individual's distinct pattern of thoughts, feelings, motives, values and behaviours that persist over time and across situation. Personality traits are broad domains; these are dimensions of personality that are used to describe human personality. (Personality plays an important role that affects academic achievement. The importance of personality trait in the understanding of human behaviour is well-documented. Personality traits play prominent role in predicting a wide array of important life outcomes, such as academic achievement, social acceptance, relationship conflict, behavioural problems, criminality, physical and mental health, and job satisfaction (Lahey, 2009); (Ozer and Benet- Martinez, 2006).

Personality trait as used in this study refers to extroversion, introversion and neurotism developed through experiences during early childhood. Problems of personality can predispose adolescents with mild-intellectual-disability to poor functional reading skills and other behaviour disorders. Over the years, behavioural scientists have noticed that some people have an intense desire to achieve something while others may not seem that concerned about their achievement. (Costa and McCrae, 1992) identified the Big Five personality factors which are five broad domains or dimensions of personality used to describe human personality. The big five personality trait was adopted by (Komarraju, Steven, Ronald and Alen, 2011). Openness to experience:(Inventive/Curious versus Consistent/Cautious)- Appreciation for art, emotion, adventure, unusual ideas, curiosity and variety of experience, openness reflects the degree of intellectual curiosity, creativity and a preference for novelty and variety of emotion a person has. It is also described as the extent to which a person is imaginative or independent, and depicts a personal preference for a variety of activities over a strict routine. Some disagreement remains on how to interpret the openness factor, which is sometimes called "intellect". Conscientiousness: (efficient/organized versus easy-going/careless) - A tendency to be organized and dependable, show self-discipline, act dutifully, aim for achievement, and prefer planned rather than spontaneous behaviour.

Extroversion: (outgoing/energetic versus solitarily/reserved) - Energy, positive emotions, assurgency, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness. Agreeableness: (friendly/compassion versus analytical/detached) - A tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. It is also a measure of one's trusting and helpful nature, and whether a person is generally well tampered or not. Neuroticism: (sensitive/nervous versus secure/confident) – The tendency to experience unpleasant emotions easily such as anger, anxiety, depression and vulnerability. Neuroticism also refers to the degree of emotional stability and impulse control and is sometimes referred to by its low pole, “emotional stability”.

Each of the Big Five personality factors contains two separate but correlated aspects reflecting a level of personality below the broad domains, (De Young, Quilty and Peterson, 2007), labeled the aspects as follows: Enthusiasm and Assertiveness for Extroversion; Intellect and Openness for Openness to experience; Volatility and Withdrawal for Neuroticism; Industriousness and Orderliness for Conscientiousness; and Compassion and Politeness for Assertiveness. However, this study will investigate three of the adolescents with mild-intellectual-disability's personality factors which are: Extroversion, Neuroticism and Introversion. (Olson 2002) posited that Extroverts enjoy interacting with people, and are often perceived as full of energy, adolescents with mild-intellectual-disability with extroversion tend to be enthusiastic, hyperactive, talkative in nature and assert themselves, action oriented individuals who possess high group visibility. (Rothstein, Paunonen, Rush and King, 1994) found a positive association between extroversion and academic achievement. Adolescents with mild-intellectual-disability's personality is a major factor on how they communicate in relating with their parents or guardian, siblings, peers, teachers on one hand, and how it positively or negatively affects their functional reading skills. Neuroticism is the propensity to experience a variety of negative effects such as anxiety, embarrassment, personal insecurity, irritability, fear and disposition. It has a strong link with intellectual disability considering their peculiar characteristics such as anxiety, personal insecurity, fear, anger, temperament, hyperactivity, hypo activity, prone to sadness. They respond more poorly to stressors and are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. They are self-conscious and shy, and have trouble controlling urges and delaying gratification. Neuroticism reflects vulnerability to emotional turmoil (Engin, 2011); (Bacanli, 2009); (Burger, 2006); (Korkmaz and Tatar, 2002); (McCrae and John, 1992); (Shaver and Brennan, 1992).

The observation of their behaviour helps to know whether the adolescent's challenging behaviour is prompted only by certain people or situations. It also helps to know whether the behaviour tends to occur at certain times during the day or not. In essence, the behaviour analyst often conducts a functional analysis of the adolescent's with mild intellectual behaviour in order to identify and alter the causes of the behavioural problems (Matson, 2011). Moreover, the Nigerian society today has to grapple with many behavioural problems of her adolescents; such problems include truancy, disobedience, drug offences, assault, insult, stealing, violent demonstrations, vandalism, examination malpractices, robbery and secret cult activities (Nnachi, 2003). Functional analysis involves carefully specifying the adolescent's challenging behaviour, identifying the social contingencies that precede the behaviour (the antecedents), and identifying the social events that may occur immediately after the behaviour (the consequences). To change the adolescent's behaviour, the therapist can either alter the antecedents that prompt the undesirable behaviour or change the consequences of the behaviour so that it is no longer reinforced. Regardless of etiology, certain adolescent behaviours seem to increase parenting stress, poor motor control, social deficits, and aggression Tervo, (2012). There has been relatively little research into the determinants of perceived functional reading skills of adolescents with mild-intellectual-disability. Therefore, this study was designed to address this literature gap.

In view of the above, the study focused on social-economic and personality factors (home environment, socio-economic status, parent's educational level, parenting style, school environment, school organization, teacher-student relationship, extroversion, introversion and neuroticism) as predictors of functional reading skills among adolescents with mild-intellectual-disability in public special schools in Southwestern, Nigeria.

## **1.2 Statement of problem**

Poor functional reading skills among adolescents with mild-intellectual-disability is a cause for concern as their inability to relate effectively with their contemporaries greatly affects their morale and belief of being able to integrate properly wherever they find themselves. This phenomenon has also become a thing of concern to special educators, psychologists, educational administrators, reading experts, teachers, caregivers and parents of the adolescents with mild-intellectual-disability. This can also lead to high rates of illiteracy in the Nigerian society. Several studies have been on reading and its different forms, but little attempt on functional reading skills of adolescents with mild-intellectual-disability. This study, therefore, was designed to investigate the relationship among socio-economic (parent's

socio-economic status, parent's education level, parenting styles, teacher-student relationship and school organization) and personality factors (extroversion, introversion and neuroticism) as predictors of functional reading skills among adolescents with mild-intellectual-disability in Southwestern, Nigeria.

### **1.3 Purpose of the study**

The main purpose of this study was to investigate how the independent variables (parent's socio-economic status, parent's educational level, parenting styles, school organization, teacher-student relationship, extroversion, introversion and neuroticism), predicted the skills on the dependent variable (functional reading) among adolescents with mild-intellectual-disability.

Specifically the study investigated the:

- (i) relationship between the independent variables on the dependent variable.
- (ii) composite contributions of the independent variables on the dependent variable.
- (iii) relative contributions of the independent variables on the dependent variable.

### **1.4 Research questions**

The under listed were the questions this research answered;

1. What is the composite contribution of the independent variables (parent's socio-economic status, parent's educational level, parenting styles, school organization, teacher-student relationship, extroversion, introversion and neuroticism) on the functional reading skills among adolescents with mild-intellectual-disability?
2. What is the relative contribution of the independent variables (parent's socio-economic status, parent's educational level, parenting styles, school organization, teacher-student relationship, extroversion, introversion and neuroticism) on the functional reading skills among adolescents with mild-intellectual-disability?

### **1.5 Hypotheses**

The following null hypotheses were formulated and tested at 0.05 significant level

- Ho1: There is no significant relationship between the home environment among adolescents with mild-intellectual-disability on functional reading skills?
- Ho2: There is no significant relationship between the socio-economic status among adolescents with mild-intellectual-disability on functional reading skills?



- Ho3: There is no significant relationship between the parent's educational level among adolescents with mild-intellectual-disability on functional reading skills?
- Ho4: There is no significant relationship between the parenting styles among adolescents with mild-intellectual-disability on functional reading skills?
- Ho5: There is no significant relationship between the school environment among adolescents with mild-intellectual-disability on functional reading skills?
- Ho6: There is no significant relationship between the teacher-student relationship among adolescents with mild-intellectual-disability on functional reading skills?
- Ho7: There is no significant relationship between extroversion among adolescents with mild-intellectual-disability on functional reading skills?
- Ho8: There will be no significant relationship between introversion among adolescents with mild-intellectual-disability on functional reading skills?
- Ho9: There will be no significant relationship between neuroticism among adolescents with mild-intellectual-disability on functional reading skills?

## **1.6 Significance of the study**

The findings of this study revealed the immense benefits to all categories of teachers (special educators and non-special educators), adolescents with mild-intellectual-disability and regular school adolescents alike. It would also equip them to fully acknowledge the influence of home, school environment and personality traits on functional reading skills of the adolescents with mild-intellectual-disability. The findings of the study will assist parents and teachers of adolescents with mild-intellectual-disability in guarding against factors that can distract or mar the easy understanding and assimilation of functional reading to bringing about better acquired reading skills of adolescents with mild-intellectual-disability.

The findings of this study equally provided more insights to curriculum planners, policymakers as well as other stakeholders in the education of learners with mild-intellectual-disability on how to meet the needs that could foster desirable functional skills and behaviour among this category of adolescents. The results of this study also fostered the relationship between home environment, school environment, personality factors and functional reading skills of the adolescents with mild-intellectual-disability to the teachers and other caregivers. The study provided some insights for school management and teachers to know the effect of their relationship and acceptability of the seeming reading limitation of the adolescents with mild-intellectual-disability. The study also showed the immense influence teachers of adolescents with mild intellectual disability have to molding their lives positively; this

knowledge in essence can be used to encourage these individuals in order to further enhance their desire to have basic knowledge of functional reading skills.

The findings served as a source of reference for future researchers who may want to conduct the same or similar study in other subjects or from other parts of the country. Having understood the relationship that socio-economic and personality factors have on the functional reading skills among adolescents with mild-intellectual-disability, with a view to enhancing their functional reading skills positively, in order to bring about easy integration in the society. The results added to the empirical findings of the possibility of achieving functional reading skills in relation to the adolescents with mild-intellectual-disability. The findings will greatly assist curriculum educational planners of adolescents with mild-intellectual-disability.

### **1.7 Scope of the study**

The study was delimited to the home, school environment and personality factors as predictors of functional reading skills of the adolescents with mild-intellectual-disability in Southwestern Nigeria. It was delimited to some selected public special schools for adolescents with mild-intellectual-disability, where majority of adolescents with mild-intellectual-disability receive instructions. The study involved only adolescents with mild-intellectual-disability.

### **1.8 Operational definition of terms**

**Intellectual Disability:** This is a form of disability that arises from limitations in cognition and adaptive behaviour which may manifest itself in difficulty to learn.

**Mild-Intellectual-Disability:** This is the level of limitation that is considered as not severe but a little below average, Adolescents in this category are very close to the average children and possess intelligence quotient between 52 and 68, using Slossan's Intelligence Test.

**Functional Reading skills:** This is the ability of adolescents with mild-intellectual-disability to make meaning when reading texts and applying it to their day to day living.

**Social Factors:** These are factors that are within the immediate dwelling of the adolescents with mild-intellectual-disability, some of these factors include socio-economic status, parental educational level, parenting styles, school organization and teacher-student relationship that will help the adolescents with mild-intellectual-disability achieve success in their functional reading skills.

**Home:** This is the dwelling place where adolescents with mild-intellectual-disability are born, stay and live with their family.

**Parent's socio-economic status (SES):** This refers to the parent's occupation, income received and how it is utilized for the adolescent with mild-intellectual-disability.

**Parent's Educational level:** This is the academic level(s) achieved by the parent/guardian which is used to improve the life of the adolescent with mild-intellectual-disability.

**Parenting Styles:** Refers to the type of control parent's apply on their adolescents with mild-intellectual-disability in order to bring them up as well behaved members of the society.

**School:** This is a stipulated location for study where adolescents with mild-intellectual-disability are brought together and taught by teachers.

**Teacher-student relationship:** This refers to the closeness and rapport between the teachers and adolescents with mild-intellectual-disability in order to bring about overall academic performance and good behaviour.

**School Organization:** This refers to the form the school takes in order to give it shape to create the conducive environment for learning and the facilities provided for use for the adolescents with mild-intellectual-disability.

**Personality:** These are inborn traits of the adolescents with mild-intellectual-disability and how they in turn apply it to living with others in the society.

**Extroversion:** This is an orientation of adolescents with mild-intellectual-disability towards others or what is outside oneself, focusing on other people's feelings, interests and thoughts.

**Introversion:** This is the nature of adolescents with mild-intellectual-disability focusing on their own interests, thoughts, and inner feelings.

**Neuroticism:** This refers to the character traits of adolescents with mild-intellectual-disability tending to experience negative emotional state to both themselves and others.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Conceptual framework**

##### **2.1.1 Concept of intellectual disability**

No universally accepted definition of mental retardation exists. Over the years, definitions have undergone change and modification as more has been learned about people with intellectual disabilities, their potential, and the developmental consequences of the condition. Today's definitions are flexible. They focus on the interplay between the individual and the environment rather than viewing mental retardation as a condition existing solely within the individual. Intellectual disability (previously called mental retardation) is significantly sub average intellectual functioning present from birth or early infancy, causing limitations in the ability to conduct normal activities of daily living. It can be genetic or the result of a disorder that interferes with brain development. The previously used term mental retardation has acquired an undesirable social stigma, so the AAIDD have replaced it with the term intellectual disability. ID is not a specific medical disorder like pneumonia or sore throat, and it is not a mental health disorder. People with ID have significantly below average intellectual functioning that limits their ability to cope with one or more areas of normal daily living (adaptive skills) to such a degree that they require ongoing support.

Intellectual disability is a disability arising from delay in brain development during the developmental period and resulting in significant limitations in intellectual, social, emotional and behavioural adjustments of the individual so affected (Oyundoyin, 2013). (The American Association of Intellectual and Developmental Disabilities 2011) also described intellectual disability as characterized by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social and practical adaptive skills. Schalock and colleagues also recognized that the term "intellectual disability" more effectively "reflects the changed construct of disability proposed by AAIDD and the WHO" (Schalock, Luckasson, Shogren, Borthwick-Duffy, Bradley and Buntix, 2007). This change in terminology essentially brings the U.S. in alignment with much of the rest of the world, where the term intellectual disability has been adopted and used for longer periods of time. The definition of mental retardation now intellectual disability introduced in the 2002 manual, which (Schalock et al. 2007) suggested will "remain in effect for now and in the foreseeable future," defines intellectual disability as, "characterized by significant limitations

both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social, and practical adaptive skills. This disability originates before age 18.

More specifically, Intellectual disability has been defined as a disability characterized by significant limitations both in intellectual functioning, which encompasses skills such as reasoning, learning, problem solving, and in adaptive behaviour, which includes a range of everyday social and practical skills (AAIDD, 2009). This disability is manifested prior to adulthood and likely to continue indefinitely. Intellectual disability (mental retardation) is defined as a condition of arrested or incomplete development of the mind, which is especially characterized by impairment of skills manifested during the developmental period, skills which contribute to the overall level of intelligence, cognitive, language, motor and social abilities. (Adima, 1984) pointed out that the issue of mental retardation now intellectual disability had posed problems to educators, professionals, and scholars because mental retardation now intellectual disability is not a condition that appears in the same form, to the same degree as the same consequences.

The United States Department of Education, (2005) defines intellectual disability as significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behaviour and manifested during the developmental period, that adversely affects a child's educational performance. The AAIDD, (2007) viewed intellectual disability as a disability characterized by significant limitations in intellectual functioning (reasoning, learning, problem solving) and in adaptive behaviour which covers a range of everyday social and practical skills occurring before the child's eighteenth birthday. The adaptive skills according to American Academy of Child and Adolescents Psychiatry AACAP, (1997) includes communication, self-care, home-living, social skill, community use, self-direction, health and safety, functional academics, leisure and work.

In its definition, the AAIDD, (2007) tries to consider five assumptions that are essential to the application of the definition, these include; Limitation in present functioning must be considered within the context of the individual's age, peers and culture. Valid assessment considers cultural and linguistic diversity, as well as differences in communication, sensory-motor and behavioural factors. Within an individual, limitations often coexist with strengths. An important purpose of describing limitations is to develop a profile of needed supports. With appropriate personalized support over a sustained period, the life functioning of a person with intellectual disability generally will improve (AAIDD, 2007). The condition of intellectual disability is described and defined by AAIDD, (2007) in terms of three major components. These are: intellectual functioning; adaptive behaviour; and

system supports. Intellectual functioning: In the (AAIDD, 2007) definition of intellectual disability, it is stressed that individuals with intellectual disability have intellectual functioning which is “significantly below average”. This level of functioning may be determined by clinical judgment of a score on a test of intelligence. If a standardized test is used, the individual must score at least two standard deviations below the mean for the test. In the normal distribution curve, the majority of the population falls in the middle of the bell or at around an intelligence quotient (IQ) score of 100, and fewer people fall on either sides of the distribution, having very low or very high intelligence.

Adaptive behaviour is the collection of conceptual, social and practical skills that people have learnt to function in their everyday lives (AAIDD, 2007). Adaptive behaviour refers to how well an individual meets the standards of personal independence and social responsibility expected of a particular age or cultural group. Individuals with intellectual disability have difficulty in coping with these skills. They often do not have required skills needed for specific situations. For example, they are deficient in self-help skills, such as toileting, mobility, self-grooming, feeding, safety, using the phone and managing money. System support connotes that every individual needs and uses system supports for survival. These systems supports include the network of friends, family members, and coworkers along with social service and governmental agencies which help in managing individuals lives. Individuals often ask friends for help when things seem not to be working well for them. In schools, students come together to form study teams to pass their examinations. For all individuals, life is a network of supports.

The AAIDD, (2007) definition includes the need for support as a defining characteristic of intellectual disability and specifies four levels of intensity across different types of support needed by people with intellectual disability (Luckasson, Borthwick-Duffy, Buntinx, Couler, Craig, Reeve, Schalock, Snell, Spitalnik, Spreat and Tasse, 2002). Individuals with mild and trainable intellectual disability need support in one or more areas while those with profound and severe intellectual disability will need intensive support in almost all the areas. The kind of support needed by these categories of people vary from one area to the other depending on each individual’s strength and weaknesses.

### **2.1.2 General classification of intellectual disability**

Intellectual disability occurs when there is impairment of skills manifested during the developmental period, which contributes to the overall level of intelligence, that is cognitive, language, motor, and social abilities. It is usually a condition of arrested or incomplete

development of the mind. Most children with intellectual disability do not develop noticeable symptoms until they are in preschool. The diagnosis is based on the results of formal testing. Regardless of the cause, intellectual disability falls into the following categories depending on the degree of the individual affected.

**Mild-Intellectual-Disability (IQ 52-68):** Adolescents in this category are very close to the typically normal adolescents. They are the largest in the population of adolescents with intellectual disability. Many of such adolescents have less associated problems, are able to fit into the society with little support, as well as develop more or less functionally normal language ability and social skills during the school years. The affected adolescents develop few communication skills and can perform some adaptive skills with very little assistance.

**Moderate Intellectual Disability (IQ 35-49):** Adolescents in this category exhibit mild developmental delay during childhood; have some degree of independency in self-care skills; possess adequate communication and academic skills. This category of adolescents may be able to perform some basic academic skills in reading, arithmetic and writing. This category requires varying degrees of support for adequate adjustment. The affected adolescents are able to learn few functional language skills, but they usually have poor social skills. In addition, language development and achievement of activities of daily living and social skills are often delayed. Individuals at this level will generally need complete supervision at adulthood, and may be capable of unskilled occupations in a supported employment setting.

**Severe Intellectual Disability (IQ 20-34):** Adolescents with severe and profound intellectual disability do not necessarily need much diagnosis since acquisition of motor milestones is delayed. Affected adolescents will be able to learn a few words and a few self-help skills, but will need support and a protected environment as adults.

**Profound Intellectual Disability (IQ less than 20-25):-** Affected adolescents demonstrate severe limitations in self-care, communication, mobility, contend with associated disabilities and will generally need continuous and intensive support throughout their lifetime.

Prevention of intellectual disability is important in the concept of intellectual disability. Intellectual disability is a lifelong condition that is incurable, so all that is needed to be done is prevention, which is better than cure. Parents of children with intellectual disability generally need more relevant information, psychological support and respite care services (Bailey, Blasco and Simeonsson, 1992). In view of this, the WHO suggested that family support need to include communication of the diagnosis and information about it, emotional support, family counseling and training, involvement in health care decisions and respite care (WHO, 2010).

## **Causes of Intellectual Disability**

The causes of intellectual disability in adolescents are numerous and can be classified into birth injury, infections and toxins, genetic as well as environmental causes. Although some causes of intellectual disability are unknown, factors responsible for intellectual disability can be broadly classified into prenatal, perinatal and postnatal causes which can also be referred to as organic, genetic and socio-cultural factors (World Health Organization, WHO, 1996). Chromosomal abnormality is one of the leading causes of intellectual disability. It is responsible for the causes of Down syndrome and fragile X. Winzer (2010) states that there are about 750 genetic disorders associated with intellectual disability. Infections such as rubella, syphilis, pediatrics, AIDS, meningitis, measles and encephalitis are the leading causes of prenatal and postnatal causes of intellectual disability among children. Intoxicants and usage of drugs especially during pregnancy also play significant roles by damaging the cognitive functioning of children which results into intellectual disability. Other environmental causes include deprivation, poverty, intake of lead poisoning and accidents.

Packman (1996) stated that among the non-genetic biological factors, maternal age at conception, infections, neonatal seizure and dietary deficiencies were found to be detrimental to children's overall development. Similarly, several environmental factors such as psychological trauma, impoverished environment, low socioeconomic status and certain cultural influences on adolescent rearing were identified to be detrimental to development, thus leading to intellectual disability. Smith (2007) identifies few causes of intellectual disability as illness during pregnancy, birth related factors and head injury during childhood. Furthermore, the risk of developmental delay depends on the interaction between biological and environmental variables. From the aforementioned, it can be deduced that intellectual disability is as a result of various causative factors and the earlier the onset of intellectual disability, the severe the condition.

Adediran (2011), Ohiaeri (2000) and Obani (1980) listed the various physical and behavioural characteristics of children with intellectual disability. The characteristics include poor attention span, lack of adequate communication and language skills, poor body formation, poor visual acuity, poor auditory development, hydrocephaly, slant eyes, and microcephaly. The behavioural characteristics include the following in adolescents with intellectual disability. They learn very little from exposure to the regular classroom program; such adolescents repeatedly fail and remain in the same class for years without much improvement. These category of adolescents have poor language and vocabulary skill that is



not commensurate with their age. Short attention span is very common among this group of adolescents. Severally, they are not ready for the usual school subject at age six but years later; and progress at slower rate than other adolescents. Some are very passive, withdrawn and apathetic in the class; while others are very quiet, disturbing nobody. Some are loners, always playing alone and talking to themselves; they have no friends, do not cooperate in group work and are rejected by peers, they also have low self-esteem. They are characterized by anxious, impulsive and irritable behaviour, with low self-esteem, low tolerance to frustration, and deficient social skills (Leffert and Siperstein, 2002); (Kroustalakis, 2000); (Polychronopoulou, 1997); (Tomporowski and Tinsley, 1997).

The classification of intellectual disability provided some clarity of severity of disability and the level of support that will be required in the educational system and beyond. In the view of Okogbe (2007) the origin of classification in the field of intellectual disability started with the use of standardized tests such as, Stanford Binet Intelligence Scale used for the classification of the individuals cognitive ability. The oldest classification scheme categorized individuals with intellectual disability as idiots, imbecile, feeble-minded, moron and born-fool. Many families and professionals working with this category of adolescents saw these terms as derogatory and stigmatizing than descriptive of the state of intellectual disability.

**Primary Prevention:** One strategy used as a primary prevention measure is genetic counseling. The rationale is that parents need to know that genetic factors are very significant in causing intellectual disability. For instance, defective recessive genes are detrimental to normal brain development and functioning. Parents also need to know about a set of techniques utilized to detect genetic disorders such as detecting the presence of Down syndrome with a blood test on the mother during early pregnancy. In addition, expectant mothers are taught to avoid pregnancy before age 21 and after the age of 35 in order to reduce complications of pregnancy and labour. They need to be informed about the fact that abnormalities in the growing foetus can often be detected during early pregnancy which might call for terminating the pregnancy.

During the perinatal period there is need for pregnant women to include iodized salt to their diet to prevent iodine deficiency and avoid exposure to harmful chemicals and alcohol, nicotine and cocaine which could be harmful to the foetus. The only way to prevent foetal alcohol syndrome is to keep away from alcohol during pregnancy. Education for pregnant women or women who are planning pregnancy is essential. In addition, according to (Ismail, Buckley and Budacki, 2010), screening questionnaires and biochemical markers for detection

of maternal alcohol use are useful to detect risk behaviours and intervention to prevent further damage to the foetus. Another point to note during pregnancy is neonatal screening through which some intellectual disabilities without definite treatment could be detected and if they are detected early, immediate attention will be given and such terrible conditions could be prevented, like Phenylketonuria (PKU), and hypothyroidism. Another mode of counseling for mothers should be on immunization for children with the WHO schedule of recommendation vaccines. There is also prompt treatment for severe diarrhea and brain infection during childhood. They also need to be tutored on provision of a safe, and enriching environment for children from infancy to ensure functioning cognition (WHO, 2010).

**Secondary Prevention:** The second aspect of prevention has to do with the new innovations as per knowing groups of babies that are at risk of having a greater chance of having intellectual disability (for instance, when premature babies, are given close monitoring that involves watching their weight, the tendency of developing intellectual disability could be prevented). It is easy nowadays to recognize and detect with the help of intelligence and adaptation test, children likely to have intellectual disability so they can be given early intervention and stimulation needed for normal development. According to (WHO, 2004) Portage Guide to Early Stimulation and Preschool Intervention for Developmentally Delayed Children published by Natural Institute for the Mentally Handicapped, Secunderabad, India, has been successfully adapted for this purpose.

**Tertiary Prevention:** This has to do with parents developing positive attitudes towards their children with intellectual disability, if they accept them, the society will also accept them and if otherwise, the society will do same.

**Public Awareness:** Information about the relationship between the age of mothers and the type of child that is likely to be given birth to, the effect of toxic agent, and the effect of pollution in the environment should be communicated to the entire society. This is to enable families to desist from any act that may promote the birth of children with intellectual

### **Characteristics of Adolescents with Mild-Intellectual-Disability**

This group of adolescents' within the range of mild-intellectual-disability, do not display obvious physical characteristics of intellectual disability, their retardation is noticed when learning should take place. They have potentials for development in minimum educability, in reading, writing, arithmetic and spelling. They adjust socially as they get along independently in the community and attain the level of self-reliance (Okeke, 2001). They are fairly clearly-cut, and so make the symptoms easy to understand. The child would be 2 to 4years behind in their cognitive development; their social behaviour gets affected due to the

level of their disability as the adolescent could seem childish and immature, obsessive compulsive behaviour is observed to an extent that the adolescent shows a lack of understanding of verbal/non-verbal skills or both. They may seem like rule breakers, but for adolescents suffering from this disability, following rules becomes very difficult;

Adolescents with mild-intellectual-disability often have problems with attention, memory, problem - solving and logical thinking. They have problem going along with traditional educational programs, hence the relevance and usefulness of integrating functional academics into their curriculum. They are slow learners and have complications transferring and applying knowledge. The fact is that every child can learn if provided with the enabling environment and given necessary and adequate supports. Learning is fun, especially for these categories of learners, but if they are not provided with alternative ways of learning, they tend to lose interest in learning and become a nuisance and liability to the family, environment, and the world at large. One of the key concepts to take note in any child with intellectual disability is adaptive behaviour which comprises three areas (de Bildt Serra, Luteijn, Spynema and Minderaa, 2005). The three areas are conceptual, social, and practical skills. The conceptual skills include academic which involves reading, writing and expressive language and money concepts. While social skills include the skills that are needed to maintain an effective social relationship. Practical skills as the case may be include the functional skills that are necessary by an individual to live an independent life, for instance, daily living skills, occupational and guidance skills. Adolescents with intellectual disability are oftentimes excluded from the regular classroom by the regular teachers in Nigeria (Fakolade and Adeniyi, 2009). In situations where they are not excluded for one reason or the other, they are merely neglected in the classroom while teachers concentrate on regular pupils.

According to the report on the implementation of the convention on the Rights of the Child by The United States Department of Justice, Disability Rights section (2005) people with disabilities are the least cared for and discriminated against within the society and even in their families, and this has contributed to a large extent to why they are excluded from educational systems and social activities (Eni-Olorunda and Temitayo, 2014). Adaptive skills is affected to a large extent, the adolescent may seem clumsy, will not show a lot of interest and inclination towards personal hygiene and life skills. The adolescent will have a typical level of low self-esteem, this is because of the frustration they face because they are slightly slower than their peers, this leads to low self-esteem and self-confidence. These adolescent will mostly prefer to stay aloof and out of the limelight. The adolescent will show difficulty

in differentiating between concrete and abstract thoughts, they will face difficulty in distinguishing between figurative and literal language. These characteristics may not be very obvious and overt, but they exist to a very large extent.

The main difficulties are usually seen in academic school work, and many have particular problems in functional reading and writing. However, adolescents who are mildly intellectually disabled can be greatly helped by education designed to develop their skills and compensate for their handicaps. Most of those in the higher ranges of intellectual disability are potentially capable of work demanding practical rather than academic abilities, including unskilled or semiskilled manual labour. In a socio-cultural context requiring little academic achievement, some degree of mild intellectual disability may not itself represent a problem. However, if there is also a noticeable emotional and social immaturity, the consequences of the handicap, for example, inability to cope with the demands of marriage or child-rearing, or difficulty fitting in with cultural traditions and expectations, will be apparent. In general the behavioural, emotional, and social difficulties of adolescents with mild intellectual disability and the need for treatment are more closely akin to those found in people of normal intelligence than to the specific problems of the moderately and severely retarded. An organic etiology is being identified in increasing proportions of patients, although not yet in the majority.

### **2.1.3 Concept of adolescence**

The word adolescence is a derivative of a Latin word referred to as “*adolecere*” implying to grow up (Mensch, Bruce and Greene, 1998). According to (Kett, 1971), the term was used to refer to a stage in the life cycle of man during the middle ages. Adolescence became recognized as a stage particularly in the life span of girls and a subject for research not too long ago. (WHO, 1975) posited that adolescence is a period of sexual development from the initial appearance of secondary sex characteristics to sexual maturity, psychological development from child to adult, identification and socio economic development from dependence to relative independence. In the opinion of social scientists, adolescence is considered as a period when children attain maturity but is not bothered with adult roles and responsibilities (Caldwell, Caldwell and Quiggin, 1998; and Senderowitz, 1995). (Adegoke, 2003) viewed the period of adolescence as one of the most fascinating and complex transition in the life span of a man. He further stated that the period is characterized by accelerated growth and change, a time of expanding horizons, self-discovery and emerging independence. It is a period of transformation from childhood to adulthood. This period is not

void of some difficulties, stresses and challenges which some may end up becoming confused and unable to cope with the demands of adjustments necessary for the developmental stage.

Adolescence itself is a cultural construct that varies across settings and contexts (Villarreal, 1998). In terms of the future health status of countries and regions, however, the period of adolescence can generally be considered the “gateway” and the period of youth the “pathway” to adult health. Attention must be paid to the health of adolescents and youth populations irrespective of their size, yet adolescents (10 to 19-year-olds) remain largely invisible, and youth (15 to 24-year-olds) often disappear from the data screens because of inappropriate or convenience clustering. Even in the referential Global Burden of Disease Survey, data on key conditions are aggregated in a cohort comprising 15 to 29-year-olds. (National Demographic and Health Surveys, 1992), however, are now (more often than previously) structured to pinpoint young people.

Adolescence is a transitional stage of physical and mental human development that occurs between childhood and adulthood. This transition involves biological (that is puberty), social and psychological changes, though the biological or physiological ones are the easiest to measure objectively (Christies, 2007 and Penner, 2008). Young people identify a particular mindset of attitude. It is an alternative word to the scientifically oriented adolescent and the common terms of teen and teenager. The National Adolescent Health Policy considers ages 10-24 years as a more appropriate range for young people in Nigeria while the age boundaries of youths may vary, the experience is similar across societies. About a third of global population today is aged 10 – 24 years. This proportion varies for developed and developing countries but 29 % in less developed countries (United Nations, 2008). Currently, there are more than 1.5 billion people between the age of 10 – 24 years, largest number ever and 85 % of them live in developing countries.

According to the (National Guideline Task Force, 1996), adolescence is a period of psychological development between the onset of sexual maturity and early adulthood. (WHO, 2002) submitted that adolescents are young people within the age range of 10 –19. They represent about a fifth of the world’s population. (Polan and Taylor, 2003) saw the adolescent period as the bridging of the gap between dependence and independence or childhood and adulthood. It is seen as a journey from the world of the child to that of an adult. It is a period characterized by physical and emotional changes. Even though these changes are experienced they do not immediately assume the roles, privileges and responsibilities of adulthood (WHO, 2004). They further posited that the adolescence is a typical time for experimenting with

risky behaviours, good parenting practices and role modeling notwithstanding. They are less certain about what behaviours are punished or rewarded.

#### **2.1.4 Adolescents with mild-intellectual-disability (IQ 52-68)**

Adolescents in this category are very close to the average adolescents, they are the largest in the population of adolescents with intellectual disability. Many of such adolescents have less associated problems, are able to fit into the society with little support, as well as develop more or less normal functional language ability and social skills during their pre-school years. The adolescent with mild-intellectual-disability develops few communication skills and can perform some adaptive skills with very little assistance. They have some degree of dependency in self-care skills; possess adequate communication and academic performance. This category of adolescents may be able to perform some basic academic skills in functional reading, arithmetic and writing. This category requires varying degrees of support for adequate adjustment and they usually have poor social skills. In addition, functional language development and achievement of activities of daily living and social skills are often delayed. Individuals at this level will generally need complete supervision at adulthood, and may be capable of unskilled occupations in a supported employment setting.

Adolescents with mild-intellectual-disability have difficulty with different types of attention, including orienting to a task, selective attention, and sustaining attention to a task (Wenar and Kerig, 2006). The attention difficulties of adolescents with mild intellectual disability have several implications for how they may be more effectively taught (Beirne-Smith, 2006). Adolescents with mild-intellectual-disability have difficulty generating and using strategies that help facilitate short-term memory. When students attempt to remember information, many use a rehearsal strategy (repeating information over and over) to facilitate learning (Kirk, Gallagher, Anastasiow and Coleman, 2006). Teaching approaches to addressing short-term memory deficits include focusing on meaningful content during instruction and instructing students about strategies that they might use to facilitate remembering information, for example, rehearsal, clustering information, using mnemonic devices, (Smith, Polloway, Patton and Dowdy, 2004). A final area in which many adolescents with mild-intellectual-disability have difficulty relates to the generalization of information to other material or settings (Wenar and Kerig, 2006).

### **2.1.5 Concept of functional reading skills**

Functional reading is the act of learning to acquire reading skills that are adequate "to manage daily living and employment tasks that require reading skills beyond a basic level" (Giere and Ursula, 1987). Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension) (De Certeau and Michel, 1984). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitudes, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Reading functionally is typically an individual activity, although on occasions, a person will read out loud for the benefit of other listeners. Reading aloud for one's own use, for better comprehension, is a form of intrapersonal communication (Manguel, 1996). (Mid-continent Research for Education and Learning, 1998) describes the concepts of reading and writing that adolescents learn to master in their literacy development: "Reading research of the last 20 years has shown that adolescents must develop an understanding of concepts that underlie the act of reading and writing before they learn to read and write. For example, they must learn that written speech represents one's thoughts. Reading and writing are used for the purpose of communicating something meaningful, and there is a difference between 'book language' and everyday functional speech.

Reading is comprehension and comprehension is what reading is all about (Bilal et al, 2013). Reading has been defined in various ways by researchers and educationists while some argue that it has a morphological basis, others are of the view that it is psycho linguistically based. Reading is a complex literacy skill. It is a cognitive process of decoding symbols in order to construct or derive meaning (Allington and Cunningham, 1996) while, (Onochie, 1991) sees it simply as a communicative process. Reading according to (Yilben and Kitgkka, 2008) is a basic life skill as well as the corner stone of child's success in school and throughout life.

National Reading Panel (NRP, 2000), "identified five essential components of reading instruction: (a) phonemic awareness, (b) phonics, (c) fluency, (d) vocabulary, and (e) comprehension." However, becoming a skilled and adaptable reader according to (Igwe, 2011) enhances the chances of success at school and beyond. He views reading as not just for school but for life. He further buttressed reading in its entire entirety and variety is vital to being better informed, having a better understanding of us as well as others. The most

common barrier to learning early word reading skills is the inability to process language phonologically (Liberman, Shankweiler and Liberman, 1989). Phonemic Awareness (PA) receives much attention when educators discuss the ingredients of effective programme to teach children how to read, this is not the conviction of many people. (Tannenbaum, Torgesen, and Wagner, 2006) suggested that word knowledge, which is frequently assessed using vocabulary tests, is multidimensional, incorporating vocabulary breadth, depth, and fluency. It is also promoted by essential language skills, cognitive skills, and background knowledge that students acquire from engaging with text (Cunningham and Stanovich, 1998), illiteracy on the other hand impedes productive contributions that citizens can offer to society as a whole (Wedgeworth, 2003). In the same vein, (Kolawole, 2005) opined that it is only through reading that the Nigerian learner of English can meaningfully enrich his/her vocabulary. The Nigerian learner includes those that referred to as educable intellectually disabled because they are part of the larger society that makes up the entity known as Nigeria.

A printed message is constant and is read the same way each time. A book contains print and pictures, but the print is the major source of information. Adolescents have to learn the major conventions of reading and writing (reading from left to right and top to bottom, treating spaces as dividers between words, and pausing at the punctuation marks). These are just some of the underlying concepts that must be mastered as adolescents learn to read and write (Mid-continent Research for Education and Learning, 1998). Students must not only understand the concrete examples in their reading, they must relate them to more abstract concepts. In addition, adolescents must integrate new concepts into what they already know, in order to grasp the broader ideas and principles reflected in their readings. (Olson and Dillner, 1982) on the other hand remarked that the concept of reading involves word recognition skills, comprehension skills and study skills. According to them, word recognition skills are those skills that aid the reader in pronouncing or gaining meaning from the printed page. The two major categories of word recognition are sight, word skills and decoding skills. Sight word skills allows the reader to pronounce the word immediately upon sight, while the decoding skills aid the reader in pronouncing and attaching meaning to the written words not recognized by sight. (Smith, 1975) earlier summarized the activities involved in reading as “seeing, moving the eyes, recognizing words, understanding word meanings, interpreting the authors intended meaning, drawing conclusions and making inferences, appraising ideas by agreeing or disagreeing.

To appreciate what is involved in learning to read, it is important to understand the process of learning to read, a useful framework for this is provided by simple view of reading



(Mute, Hulme, Snowling and Stevenson, 2004). In this framework, effective reading (reading with meaning) involves two skills that must interact, but separate components that include word recognition and language comprehension skills. Obianika, (1981) remarked that reading is a complex exercise which is not simply the ability to call out words on sight, nor simply to answer correct simple comprehension questions following a story. It is not the ability to race down a page reading thousands of words per minute; it encompasses confirming that students' skills in word decoding (reading words rapidly and accurately) are at, or near grade level. To provide opportunities for student's to make decoding skills, so that they are able to focus on understanding the concepts in their reading. Adolescents are introduced to new concepts through instruction before asking adolescents to read about these concepts. Student's' prior knowledge about a topic before reading activities are activated. For example, begin with guiding questions, asking students to discuss what they already know about the topic, listing things they would like to learn about the topic, to make predictions about what the reading will include. Students will have opportunities to read about areas of interest (affinity areas) in order to expand their knowledge about certain topics. Avenues to subscribe to special interest magazines and trips to the library or bookstore in finding materials about the topic. Students will have opportunities to practice using tools that promote and reinforce easy comprehension. For example, have them fill in outlines, complete tables, and create semantic maps to organize and consolidate ideas as they read.

Have students represent concepts using multiple methods, for example, explaining a concept in their own words, drawing a picture to represent the concept, and acting out a simple skill in which the concept is described or clarified. Create an interest in vocabulary words and new concepts by using games or classroom competitions. For example, have students keep track of times they see, hear, or use a new vocabulary word outside of class, or times they find an example of a newly learned concept in the real world. (Kolawole, 2005) opined that it is only through reading that the Nigerian learner of English can meaningfully enrich his/her vocabulary. The Nigerian learner includes those referred to as mild intellectually disabled because they are part of the larger society that makes up the entity known as Nigeria.

### **2.1.6 Functional reading skills among adolescents with mild-intellectual-disability**

In recent years, there has been more growing national recognition that literacy is a civil right. The national rhetoric suggests that all adolescents have the right to scientifically-based reading instruction and that it is not acceptable for any adolescent to leave school with

low literacy skills No Child Left Behind Act. We define functional reading as the ability to process basic individual words in connected texts resulting in understanding the author's intended meaning. With this definition in mind, many educators assume that adolescents with intellectual disability are not capable of learning to read (Katims, 2001). The expectation has been that, at best, adolescents with intellectual disability, particularly those with moderate intellectual disability, can learn to identify a specific list of words memorized by sight. The result is that typically little effort is made to teach these adolescents to become fully literate and only 1 in 5 adolescents with mild or moderate intellectual disability achieves even minimal literacy skills (Katims, 2001). While there is little research on functional reading to guide decision making for adolescents with moderate intellectual disability, much research has been conducted with other populations who also find learning to read very difficult, and thus, should inform research on teaching adolescents with intellectual disability to read.

Research on functional reading and intellectual disability, although much progress has been made in recent years regarding the education of adolescents with intellectual disability, to date, very little functional reading research has been conducted with these adolescents. What research has been done has focused primarily on adolescents with mild intellectual disability (Browder, Wakeman, Spooner, Ahlgrim, Delzell and Algozzine, 2006). Currently, no research has been conducted to determine whether adolescents with intellectual disability can learn to read by fully processing the print and meaning of connected text, as is consistent with current theories of reading development (Browder et al., 2006; Joseph and Seery, 2004; Connors, 2003 and Browder and Xin, 1998). In spite of the paucity of research, the research that does exist is promising, suggesting that adolescents with intellectual disability are capable of learning various aspects of functional reading. Sight word recognition has received the greatest attention from researchers and the preponderance of evidence demonstrates that adolescents with even moderate and severe levels of intellectual disability can learn to automatically recognize a fairly large corpus of words with systematic instruction (Browder et al., 2006). Even so, these adolescents have little ability to generalize their learning beyond the specific words included in instruction, and thus, are far from achieving even basic literacy (Browder et al., 2006).

Functional reading is a critical skill for individuals with learning disabilities as it may open up vocational opportunities, facilitate increased independence and help improve language and communication skills (Buckley, 1985). Studies have shown that reading comprehension is correlated with measures of language (Boudreau, 2002; Laws and Gunn, 2002). Data from a recent study in Italy by (Roch and Levorato, 2009) suggests that language

comprehension may in fact be a more important determinant of reading comprehension in this population. On this view, the reading comprehension deficit in Down syndrome is the result of underlying language difficulties. Alternatively, or additionally, the reading comprehension deficit could be caused by weaknesses in higher level processes; the process of making inferences during reading was identified as potential difficulty in Down syndrome in a case study by (Groen, 2006). In order to understand the reading comprehension difficulties associated with Down syndrome it is useful to consider models of reading comprehension and relationships between reading comprehension and underlying skills in typical development. Theoretical models typically conceptualize reading comprehension as the product of two skills or sets of skills. In the 'Simple View of Reading' (SVR) (Gough and Tunmer, 1986) proposed that reading comprehension is the product of decoding (word reading) and linguistic comprehension.

The major objective of special education is the ability to help the adolescents with intellectual disability live a near as possible independent life, so as not to be a liability to either the family or society. The behaviour of the adolescent with intellectual disability towards reading, school, their peers and teachers, will go a long way in enhancing the progress or retrogression of the affected individuals in relation to their general well-being. Utilizing various methods of instructional strategies for teaching exceptional adolescents is a continuous bother. (Hutt and Gibby, 1976) said that the learning process of children with intellectual disability is inferior to that of normal children; as such the teacher must use special motivational methods that compensate for the deficiency so that learning is made effective. There are a lot of strategies suggested for teaching the intellectually disabled. (Adima, 1985) and (Obani, 1991) however stated that the preferred method of teaching children with intellectual disability involves behavioural modification techniques, this they said is because it is required of the teacher stating their goals in purely objective and measureable terms, this will aid the teacher to carry out proper analysis, breaking down complex tasks into smaller tasks, this is done as the affected adolescent learns a little at a time to achieve great success. (Akinboye, 1992) listed a number of techniques for behaviour modification that can be used to instruct adolescents within regular and special settings amongst many, shaping, chaining, modeling, prompting, and fading.

### **2.1.7 Importance of functional reading among adolescents with mild-intellectual-disability**

Functional reading is essential for an adolescent's overall performance. Functional reading is important for its own sake however it also builds a store of background knowledge which helps younger adolescents learn to read confidently and well. All too often, the barrier's faced by adolescents with difficulty in functional reading outweighs their desire to read and, without proper guidance, they never overcome them. Learning to read is a sequential process; each new skill builds on the mastery of previously learned skills. According to (Unoh, 1992), reading is an indispensable tool of learning in the various hierarchies of modern education systems. In our present day society, some people mistakenly believe that they can get to high heights without possessing reading performance, learning at schools no matter the level, has brought to the fore the relevance of possessing and applying the knowledge and skill of reading. Ikujuni, (1995) stressed the importance of reading to the adolescent with mild intellectual disability, he said, if they are to participate effectively in what goes on in the society, the need to acquire the skill of reading is important. For the affected individuals to achieve positively academically and so have a better outlook to life, their teachers will have to determine to help the learners acquire the skill to read. (Obani, 1991) was of the opinion that a well-conceived remedial instruction for the educable intellectually disabled will result in reading ability improvement. This can be achieved by ensuring that the teacher is versatile in adapting materials and techniques to the specific needs of a particular case and must apply them with patience, understanding and empathy.

The importance of reading in a nation's development as pointed out by (Mefor, 2010) cannot be overlooked. In spite of the importance of functional reading skills, it has become obvious that adolescents with mild-intellectual-disability have difficulty decoding printed words which makes reading have no meaning to them. Solving reading difficulties through the curriculum is an attractive option, but there are many reasons why comparisons of programme or curricula are not sufficient for improved practice. These reasons include the following: the role of the teacher and teacher knowledge is clearly key but difficult to quantify. The level of information available to guide classroom implementation of curriculum is typically inadequate. The instructional experiences actually gets translated into learning, and thus the aspects of them that are most important, is often obscure. Different instructional strategies may be optimal for different children, yet instruction is typically described at the classroom rather than small group levels. The effects of site, school, and district often interact with the program (Snow and Joel, 2004). (Obani, 1991) opined that the educable

intellectually disabled would develop reading performance within the level of their abilities. Though slow learners, may achieve little with much effort, it is still required that providing a good and effective remedial education program will enhance their reading performance. Functional reading is very relevant to the development of an individual's personality. (Ndom, 1995) emphasized the importance of reading to the personality of individuals with intellectual disability, he says "the pace of life could impose its undue hardship on the retarded person and prone them to recognize that he is different in some respects from the generality of others. The individual develops a low self-concept; this can make him or her have negative behaviour. His ability to read functionally will make him feel a part of the society.

In the area of socio-economic development, functional reading adds a lot of relevance. (Unoh, 1992) stated that the socio-economic development of a modern nation depends at least in part on the availability of well trained personnel who can contribute, in numerable ways to the development of various sectors of the national economy. There is always a tendency for illiterates, semi-illiterates and ineffective readers to be literally condemned to unemployment, low income occupations, or low socio-economic groups. (Obianika, 1981) and Unoh (1992) said it is difficult to think of any profession in which some functional reading skills is not useful. The adolescents with intellectual disability are first and foremost human beings in the society and so irrespective of their intelligence level; they should have the skills of functional reading within their ability level, to be able to achieve a level of performance. (Obani, 1991) posits that since emphasis in special education is based on how to help the adolescents with intellectual disability become independent, acquiring functional reading skills becomes necessary.

According to (Adima, 1985) and (Obani, 1991) being independent would involve them employed in the nation's work-force; they would earn a living and not become liabilities to their family, community or government. Adolescents who read often and widely get better at it. This is pretty much just common sense. After all, practice makes perfect in almost everything we humans do and functional reading skills is a basic foundation for the affected individual and therefore makes no difference from anything else. Reading exercises our brains. Reading is a much more complex task for the human brain than, say, television is. Reading strengthens brain connections and actually builds new connection. Reading teaches adolescents about the world around them. Through reading, adolescents learn about people, places and events outside their own experience. They are exposed to ways of life, ideas and beliefs about the world which may be different from those which surround them.

Reading improves an adolescent's vocabulary and leads to more highly-developed language skills. This is because adolescents learn new words as they read but also because they unconsciously absorb information as they read about things like how to structure sentences and how to use words and language effectively. Reading develops an adolescent's imagination. This is because when we read our brains translate the descriptions we read of people, places and things into pictures. When we are engaged in a story, we are also imagining how the characters are feeling. We use our own experiences to imagine how we would feel in the same situation. Reading helps adolescents because they identify with the character in the story so they are feeling what he is feeling. Adolescents who read do better at school. They don't just do better at subjects like reading, English and history. They do better at all subjects and they do better all the way through school. Reading is a great form of entertainment. A paperback book or story books doesn't take up much space, so you can take it anywhere and you'll never be lonely or bored if you have a book in your bag. You can read while waiting in a queue, while waiting for a friend who's running late or anywhere. Reading relaxes the body and calms the mind. This is an important point because these days we seem to have forgotten how to relax and especially how to be silent. The constant movement, flashing lights and noise which bombard our senses when we are watching TV, looking at a computer or playing an electronic game are actually quite stressful for our brains. When we read, we read in silence and the black print on a white page is much less stressful for our eyes and brains.

### **2.1.8 Concept of home environment**

The first learning environment of adolescents is the home, this can be enriched by the contribution of their close relatives. Obani (2006) posits that every child will benefit psychologically from a loving home in which parents provide for the social, emotional, psychological and academic needs. The early years of an adolescent's life play a crucial role in the development of knowledge and reading skills, giving the child's home a major influence in this stage of life (Lombard, 1994). The home is the bedrock of the society, and as such without strong family input and involvement, educational teams could easily get off the track in regards to critical learning needs and the appropriate academic goals being pursued by the adolescents (Blue-Banning, Summers, Frankland and Beegle, 2004); (Lynch and Hanson, 2004). It is also referred to as the physical and psychological conditions that affect children (Ogbemudia and Aiasa, 2013). The family is a social unit in any society and it is the source of early stimulation and experience in children (Collins, 2007). (Schiefelbaum

and Simmons 2000) cited by (Adell, 2002) considered family the most important and most weighty factor in determining the academic performance attained by the student. Other researchers found, however, that socio-economic status (income and education of parents) is correlated with reading achievement of children (Ho, Sui-Chu, and Williams, 1996); (Burger and Lander-holm, 1991).

There is much evidence supporting the hypothesis that the quality of a child's early learning in the home environment relates positively to the development of intelligence and reading skills (Meece, 2002; Senechal and Lefevre, 2002). Parental involvement in schooling also predicts achievement (Englund, Luckner, Whaley, and Egeland, 2004). The menace of academic failure among the young school graduates has stared both the government and stakeholders in the face. There is a consensus of opinion about the fallen standard of education as a big problem that is hindering the posterity of the Nigerian nation in terms of quality man power resources. Most students in secondary schools experience academic problem that manifests itself in form of poor academic performance. Many researchers have sought to find out the reasons for the downward trend in the academic performance of secondary school students. (Adesehinwa, 2013) reported effect of family type and poor funding on students' academic achievement; (Ogbemudia and Aiasa, 2013) reported lack of good home foundation for pupils as causes of poor performance by adolescents; (Achieng, 2012) found home factors, student factors and institutional capacity as the causes while (Adesehinwa and Aremu, 2010) posited that factors resident in child, family, society, government and the school may be composite causative effects for these downtrend;

Other studies showed that the level of family cohesion (Caplan, 2002) cited in (Diaz, 2004), and family relationships (Buote, 2001) proved themselves capable of predicting performance. Over a period of time, it has been observed that students exposed to the same lessons by the same teachers perform differently when they are evaluated (Adesehinwa, 2013). (Schiefelbaum and Simmons, 2000) cited by (Adell, 2002) consider family background the most important and most weighty factor in determining the academic performance attained by the student. Among family factors of greatest influence are social class variables and the educational and family environment. Emeke (1984) stressed that the environmental condition and the nature of social interaction that goes on in the family may have some positive or negative influence on the academic performance of an adolescent.

One of the tasks of Education is to train young people to become useful members of the society and this training begins at home in the informal way. The home of the child is the first place he or she enters when born into the world by parents. A home is a place where

pupils live with their parents or guardian and it is the place where they are groomed. It is a place where the pupils begin to learn the norms and values of the society in which they find themselves. The family is a social unit in any society and it is the source of early stimulation and experience in children (Collins, 2007). The home influences the adolescents at the most earliest possible time of his life at a time when his mind is most receptive. It provides the first impression which may last through the whole life of the adolescents. The adolescent often sees the parents, siblings and things in their immediate environment to be most significant and they are capable of promoting or diminishing him in self-worth and academic performance (Ekanem, 2004). The family, being a powerful influence on the adolescent and its importance as a primary agent of socialization could in no doubt enhance or hinder the academic performance of the adolescent depending on the social climate in the family.

#### **2.1.8.1 Socio-economic status among adolescents with mild-intellectual-disability**

The economic state of the parents of children with intellectual disability as it affects their acquisition of necessary social skills. Parents' Socio-Economic Status influences or stimulates a child to either display some antisocial behaviour or desist from them. The home climates such as the size of the family, relationship between siblings and parent-child relationship have a way of affecting a child's development of social skills. The socio-economic state of the children can be determined through their parents' occupation, educational level, residence and types of gadget in the home. The social economic status of parents of children with mild intellectual disability could have negative influence on the social behaviour of these children in school, home and the community at large. Children from homes where the socio - economic status of the parents are high are likely to be socially competent than their counterparts from homes where the socio - economic status of parents are low, where parents are struggling to make ends meet. (Song and Hattie, 2004) agreed that families from different socio-economic groups create different learning environments that affect the adolescent's academic achievement. There is no doubt that parents attitudes help to condition their adolescent's attitudes. In determining access to education by adolescent, household income is found to be an important factor; this is because there are many costs associated with schooling and educational process ranging from school fees, uniform fees, PTA fees and the opportunity costs of sending a female child to school. Household income is linked to a range of factors: when the adolescent starts school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out Barrera-Osorio et al,



Glewwe and Chang (2010). Traditionally, family status variables such as parents' level of education have been regarded as predictors of adolescent's academic performance.

Parents neglect suffered by adolescents with mild-intellectual-disability, may be as a result of their poverty, ignorance as to what to do or sometime deliberate, willful, destructive action to relieve themselves of the responsibilities associated with raising an adolescent with disability. Regardless of the level of interaction with the social environment, parents continue to influence the adolescent personality development. Life stressors such as poverty, unemployment, overcrowding and ill health are known to have an adverse effect on parenting and therefore, are related to the development of personality factors. The presence of major life stressors in the lives of families with personality factors, adolescents has been found to be two or four times greater than in other families (Webster-Stratton and Dahl, 1995). Supporting this assertion, (Duff, 2005; Holmes, 2001 and Gill 1998), stated that prior studies indicated that conduct disorders is associated with major life stressors such as unemployment in the family, uncomfortable living conditions and low socioeconomic factor. (Busari and Adejumobi, 2012) also supports low socioeconomic factor as a major cause of conduct disorders among children and adolescents. Parents expectedly influence the early development of relationship, language interest skills and other behaviour of the adolescent, and in particular serve as first teacher and role model for their children at home. The argument linking low SES to lack of stimulation and lower cognitive development has a long history and has regularly been supported by evidence (Bradley, Corwyn, Burchinal, McAdoo, and Coll, 2001; Brooks-Gunn, Duncan, and Aber 1997).

Adolescents from low socio-economic status families showed low reading skills compared to high socio-economic status families (Hertzog and Birch, 1971). In most cases, adolescents from these groups are overrepresented in a more segregated group and program. (Adeniyi, 2006) is of the view that skills acquired by persons with disabilities will reduce unemployment; street begging and over-dependence on government. Especially interesting is the aspiration effect, which suggests that when we attempt to explain functional reading skills of adolescents with mild-intellectual-disability, it is worth focusing on parents' expectations with regard to the future of their adolescents and their integration in the society. (Shouse 1996) asserts a sound basis exists to suspect that low socio-economic status students will likely be exposed to socially therapeutic, rather than intellectually demanding values and activities, and that their school's efforts to build supportive and cohesive communities may actually help to divert attention from academic goals. (Oyewumi and Olajide 2004) revealed that most parents of the adolescents with disabilities are economically not buoyant; the

burden of training their children becomes cumbersome. Findings have demonstrated that parent's involvement in the education of the children has been found to be of benefit to parents, children and schools (Tella and Tella 2003); (Campbell, 1995); (Rich, 1987). (Rasinki and Fredrick's, 1998) was of the opinion that parents play an invaluable role in laying the foundation for their children's learning; Zang and Carrasquitto, (1995) also remarked that when children are surrounded by caring, capable parents and are able to enjoy nurturing and moderate competitive kinship, a foundation for literacy is built with no difficulty. (Halle, Kurtz-Costes, and Mahoney, 1997), using a sample of low-income minority families found out that mother's with higher education had higher expectations for their children's academic achievement and that these expectations were related to their adolescent's subsequent achievement in math's and reading. (Song and Hattie, 2004) agreed that families from different socioeconomic groups create different learning environments that affect the adolescent academic performance. There is no doubt that parent's attitudes help to condition their adolescent attitudes. In a nutshell the influence of socioeconomic of the parents on their adolescent education cannot be undermined.

#### **2.1.8.2 Educational levels and adolescents with mild-intellectual-disability**

(McLoyd's, 1989) asserted that parents who experience difficult economic times have children, who are more pessimistic about their educational and vocational futures. (Alexander, 1994) observed that parent's ability to form accurate beliefs and expectations' regarding their children's performance is essential in structuring the home and education so that they can excel in post schooling endeavours. Securely attached children typically behave better in school (Blair, 2008) cited in (Eric, 2009). Analysis of data from several large-scale developmental studies such as (Duncan and Brooks-Gunn, 1997) concluded that maternal education was linked significantly to children's intellectual outcomes, even after controlling for a variety of other socio-economic status indicators such as household income.

(Feitelson, 1988) argued that certain homes stimulate literacy whereas others do not. The former equip children with literary knowledge that enables them to acquire reading faster than others (Share, Jorm, Maclean, Matthews, and Waterman, 1983). Substantial evidence documented that children who are read to, acquire concepts about the functions of written language in books (Hiebert, 1988; Mason and Allen, 1986). Other researchers found, however, that SES (income and education of parents) is correlated with reading achievement of children (Burger and Landerholm, 1991; Ho, Sui-Chu, and Willms, 1996); specifically, reading achievement is correlated with processes that occur inside the homes and with

parents' education and income. (Davie, Butler and Goldstein, (1972) indicated that the educational influence of each parent on their children's reading achievement can add an additional six months to these children's reading age. The educational achievement of a parent can influence the child to follow in her footsteps, particularly if parents and other members of the family advanced to college and have been successful because of taking that path.

Also higher parental or household level of education is associated with increased access to education. (Grant and Hallman, 2006); (Ainsworth, 2005); (Al Samarrai and Peasgood, (2005; 1998); (Connelly and Zheng, 2003); (Hunter and May, 2003); (Duryea, 2003); (Rose and Al Samarrai, 2001); (Seet haramu, 1984; cited in Chugh, (2004). According to (Ersado, 2005), educational level of household members is influential particularly on adolescents and it determines their access to schooling. The notion is widely accepted as the most consistent determinant of adolescent education. (Douglas, 2004) found out that those adolescents whose parents are educated quite often perform well in school. (Davie, Butler and Goldstein 1972) indicated that the educational influence of each parent on their adolescent's reading skills can add an additional six months to these adolescent's reading. According to (Adams and Christenson, 1999) states that the alliance between home and school has dramatically changed throughout the history of formal education, as have the roles and functions that parents and teachers are expected to fulfill. This was supported by Musgrave (2000) who said that an adolescent that comes from an educated home would like to follow the steps of his or her family and by this, work actively in his or her studies. He said further that parents who have more than a minimum level of education are expected to have a favored attitude to the adolescent's education and to encourage and help him or her with school work. They provide library facilities to encourage the child to show examples in activities of intellectual type such as reading of newspapers, magazines and journals. They are likely to have wider vocabulary by which the children can benefit and develop language fluency. Adolescent's academic achievement and educational attainment have been studied within different frameworks. Many of them have a focus on parents' education, occupation or home background (like; family income, language of the home, activities of the family and work methods), while other studies looked at it from the teachers' variables (such as teacher's age, experience, education, gender), school variables (such as environment, structures, buildings, location), children's variables (such as attitude, self-concept, self-esteem, study habit, interest) or parents' support (such as achievement motivation of wards, parental attitudes towards education, the aspiration of parents).

A parent may also be in a position to influence their child's occupational choices when they advise and, in some instances, advocate for a particular course over another. Several recent studies found that parents with low literacy levels: are less likely to help their children with reading and writing (Williams, Clemens, Oleinikova, and Tarvin, 2003; Parsons and Bynner, 2007); feel less confident in doing so Williams et al., (2003) and are less likely to have children who read for pleasure (Parsons and Bynner, 2007); are more likely to have children with lower cognitive and language development levels (De Coulon, Meschi and Vignoles, 2008). Parental education level has an impact on young children's cognitive and language development: Parents' level of education correlates with the cognitive development of babies between 12 months and 27 months of age (Roberts, Bornstein, Slater and Barrett, 1999). Data obtained from a study of 16,000 three-year-old children, who were assessed within the framework of the British Millennium Cohort Study (George, Hansen and Schoon, 2007), indicated that children with the most educated parents (who had degree-level or above qualifications) were on average about 12-13 months ahead of those with the least educated parents (who had no qualifications).

There is ample evidence that parents who promote the view that reading is a valuable and worthwhile activity have children who are motivated to read for pleasure (Baker and Scher, (2002). (Astone and McLanahan, 1991; Sputa and Paulson, 1995 and Stevenson and Baker 1987) found that the educational level of parents explained more of the variability in school achievement than did 634 using regression analysis between home environment and reading achievement and other family demographic characteristics. There are factors in the home environment that have all been found to be associated specifically with reading achievement. Not surprisingly, these include among others, parent education (Grissmer et al., 1994 and Saracho, 1997). (Saracho, 1997) proposed that parent's literacy level and the availability of reading materials worked together as the primary characteristics of the home environment that related to a child's literacy development.

### **2.1.8.3 Parenting styles among adolescents with mild-intellectual-disability**

(White et al 2005) refers to parenting as a psychological construct representing standard strategies that parents use for their child rearing. (Photo, 2010) adds that parenting is a child needs as the child moves through childhood and adolescence to adulthood. Parenting styles refers to a relationship or a process and a group of activities undertaking by parents figure towards children. This denotes biological and non-biological parents. In other words, anyone concerned with any part of an adolescents care, control and development in any

setting can be said to be engaging in parenting. (White, Hayes, Iwese, 2005) affirms that parental investment starts as soon as after birth. This includes the process of birth and breast feeding, especially if interaction at home serves as positive model of constructive social interaction.

Children's Medical Missions (2012) asserts that there is strong evidence that conduct disorders can be learned and modeled in the home environment. Similarly, Hinshaw and Lee (2003) also states that exposure to harsh or an unfriendly home environment might exacerbate conduct disorders especially in a genetically predisposed child. (Holmes, Slaughter and Kashani, 2001), reported that poor parenting, child abuse and negative family experiences contribute to the development of conduct disorders in children with intellectual disability. All children need love, care and security, without this parental affection, they may face some impediment in their behaviour and sense of belonging. This corroborates (Ogunowo 1991) observation in (Oni, 2010) that parenting mostly have positive and influential outlook on the child; warmth, care, guidance, instruction and control. Research findings have shown that parents of adolescents with conduct disorders frequently lack several important parenting skills (Obsuth, Moretti, Holland, Braber and Cross, 2006). Such parents have been found to be more violent and critical in their use of discipline, more inconsistent, erratic, and permissive, less likely to monitor their adolescents, as well as more likely to punish pro-social behaviors and reinforce negative behaviours. Family functioning and parent-child interactions also play a substantial role in childhood aggression and conduct disorders, with low level of parental involvement, inadequate supervision and unpredictable discipline practices reinforcing defiant behaviours and causing conduct disorders. (Boutler, 2004) identifies that neglectful parents relationship with their adolescents is marked by few and inconsistent demand for disobedience and respect and they are impulsive, aggressive and antisocial.

(Leung 1988) stated on the importance of parenting on children's psychosocial development, acknowledged that parenting was a very complex and challenging phenomenon which was very difficult to understand and define. Research based on parent interviews, child reports, and parent observations consistently finds: Children and adolescents whose parents are authoritative rate themselves and are rated by objective measures as more socially and instrumentally competent than those whose parents are non-authoritative (Weiss and Schwarz, 1996); (Miller, 1993); (Baumrind, 1991). Parenting styles as identified by (Domenech, Rodrigue, Donovick and Crowley, 2009) are based on variations in levels of the parenting dimensions of responsiveness (warmth), demandingness (parental control), and

autonomy granting which have all been found to relate to adolescents outcome of behavioural disorder such as conduct disorders. Warmth implies being involved and interested in an adolescent's activities, listening to the adolescent, and being supportive. Demandingness refers to the amount of control a parent imposes on an adolescent, the implementation of standards and rules, and degree to which a parent enforces the rules (Broderick and Blewitt, 2003). Autonomy granting is described as allowing children autonomy and individual expression within the family setting (Steinberg, Lamborn, Darling, Mounts, and Dornbush, 1994). The authoritative parenting style had been correlated with positive outcomes such as social and cognitive functions (Baumrind, 1989; 1993); academic achievement (Steinberg, Dornbush, and Brown 1992; Steinberg, Lamborn, Dornbush, and Darling, 1992), self-esteem (Carlson, Uppal, and Prosser, 2000), social and behavioural adjustment (Stewart, Bond, McBride-Chang, Fielding, Deeds and Westrick, 1998), and social competence (Fagan, 2000).

Parenting has been acknowledged as a major vehicle in socializing the adolescent. Authoritarian parents provide well-ordered and structured environment with clearly stated rules. Authoritarian parents are very strict with many rules. Children in authoritarian homes are often afraid of their parents. Parents show little or no affection and seem standoffish from their children. Permissive parenting also referred to as neglectful or indulgent parenting gives the child a free hand to regulate their behavior. Indulging parents also referred to as permissive or non-directive are more responsive to their children's need than they are demanding. Authoritarian parents are highly demanding and directive, but not responsive to their children's needs. They are obedience and status-oriented and expect their orders to be obeyed without explanation. Authoritative parents on the other hand are both demanding and responsive to their children. They monitor and impart clear standards for their children's conduct. They are assertive but not intrusive and restrictive. (Dornbusch, Ritter, Leiderman, Roberts and Fraleigh, 1987) examined the relationship between all the four parenting styles and adolescent school performance. The investigation found out that authoritarian and permissive styles were negatively associated with higher grades, while the authoritative parenting style was positively associated with higher grades. The persistence aspects of parental rearing styles of children which are strong discipline; parental disharmony; rejection of the child and inadequate involvement in the child's activities cause sexual promiscuity among adolescents Okorodudu and Okorodudu, (2003).

(Tunde-Ayinmode and Adegunloye 2011) supporting the authoritative parenting style stress that children raised from this type of homes have more friends, better school

performance, more self-discipline and emotional self-control. Baumrind from his finding concludes that child's adjustment at school and home environment depends on the kind of disciplinary practices to individual students by parents (Gonzalez-Mena, 2006; Santrock, 1998). This implies that parenting influences an adolescent's cognitive and affective domain. (Cartwright, Cartwright and Ward, 1984) notes that affective domain deals with individual's social abilities such as establishing and maintaining satisfactory interpersonal skills, displaying behaviour within reasonable social expectations and making personal adjustment. The authoritative parenting style is also correlated with low rate of behavioural disorder in children (Reiss, Hetherington, Plomin, Howe, and Simmens, 1995; Belsky, 2010), while authoritarian and permissive parenting style have been shown to be associated with increased child behavioural disorder (Shelton, Frick, and Wootton, 1996). (Ranu, Kaur and Kalaramna, 2004) noted that children with favourable parenting home mature to be warm hearted, outgoing, and socially intelligent. In line with this assumption, (Eze and Onyemuze, 2009) observed that authoritative and authoritarian parenting styles significantly predict socio-psychological adjustment of schooling adolescents while permissive and neglectful parenting styles do not significantly influence social psychological adjustment of schooling adolescents, especially adolescents with mild intellectual disability.

Research has shown that students who are maladjusted experience poor academic achievement (Eleas and Maher, 1983; Adeyemi, 2011). Similarly, (Schickedanz 1995) also reported that children of passive parents were found to perform poorly academically. Valez in (Ryan, 2005) reported that academic performance is positively related to having parents who enforce rules at home. The obviousness of the research findings reported in this study is that family involvement improves facets of children's education such as daily attendance, (Cotton and Wikelund, 2001; Simon, 2000), student achievement, (Cotton and Wikelund, 2001; Sheldom and Epstein, 2001; Simon, 2000; Van Voorhis, 2001; behaviour, Sheldom and Epstein, 2001; motivation Cotton and Wikelund, 2001 and Brooks, Bruno and Burns, 1997). It is on this note that (Deutscher and Ibe, 2006) posited that it was expected that parents involvement would have a huge impact on children's performance. The foregoing, have shown that one of the greatest barriers to high academic performance for a good number of students, is lack of parental involvement.

It is important to note that parenting styles vary not only geographically, and culturally but also between and within individual parents. Factors that determine parenting styles include family and personal values, parental cultural background, religious beliefs, personality, socio-economic status and ethnicity (Bernstein, 2014; Belsky Renate, and Pasco-

Fearon, 2010). According to (Weiss and Schwarz, 1996), parenting styles are summarized and placed into four general themes of discipline, positive parenting, monitoring and problem solving. According to them discipline theme of parenting style involves the discouragement of behavioural excess or anti-social behavior. Poor parenting styles therefore, could mar affective social adjustment of adolescents with mild intellectual disability in the home, schools and community.

### **2.1.9 Concept of school environment**

A school environment is broadly characterized by its facilities, classrooms, school-based health supports, and disciplinary policies and practices. It sets the stage for the external factors that affect students (Battistich and Horn, 1997). A positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy (Bryk, 2010). There are many hallmarks of the academic, disciplinary, and physical environments of schools with a positive climate. Schools are institutional spaces for communities of learners, including both students and teachers. Supportive school environments have a meaningful influence on student outcomes as extensive amount of research has linked a positive school environment to higher test scores, graduation rates, and attendance rates. For example, effective and highly qualified teachers with high expectations for students and good teaching conditions have been linked to strong academic performance in multiple studies. Peer support for achievement-oriented behaviors, such as studying or participating in class, is also strongly tied to positive school climate and academic achievement.

The social environment is shaped by many factors: But perhaps most importantly in determining the school environment is the quality of students' relationships with other students and with the school's staff. (Dewey, 1958) observed, an effective school "is realized to the degree in which individuals form a group". The importance of the school environment is underscored by the Search Institute's list of environmental and individual "developmental assets" that serve as general protective factors (Leffert, Benson and Roehlkepartain, 1997). Much of the available research shows that supportive schools foster these positive outcomes by promoting students' sense of "connectedness" (Resnick, 1997), "belongingness" (Baumeister and Leary 1995), or "community" Schaps, Battistich, and Solomon (1997) during the school day. For students to achieve academic success they must attend and be engaged in school, and school environment can influence both attendance and engagement. School discipline policies that emphasize relational or restorative, as opposed to punitive,



justice are considered clear, fair, and consistently enforced by students are related to higher student attendance rates and levels of engagement. Relational responses to negative behavior are sensitive, individualized, and emphasize character strengths as a means of preventing future misbehavior, a common practice within schools with positive climate. Such responses rely upon staff member's positive relationships with students to understand the current situation and be positioned as a trusted mentor in the student's eyes. Conversely, studies show that indicators of poor school environment are strongly linked to poor test scores, low graduation rates, low attendance rates, and student disengagement (Christle, Jolivet, and Nelson, 2007). Indicators of poor school environment include low levels of teacher satisfaction, high rates of teacher turnover, low academic expectations, and a messy or unsafe physical plant (Chang, 2003). Furthermore, a strong link exists between exclusionary policies-suspension, expulsion, and forced transfers-high school dropout. School environment vary greatly. Whereas some schools feel friendly, inviting, and supportive, others feel exclusionary, unwelcoming, and even unsafe (McNeely, Nonnemaker, Blum, 2002). The feelings and attitudes that are elicited by a school's environment are referred to as school climate. Although it is difficult to provide a concise definition for school environment, most researchers agree that it is a multidimensional construct that includes physical, social, and academic dimensions (Alexandra Loukas, 2007).

### **2.1.10 Importance of school environment**

The importance of the school environment is underscored by the Search Institute's list of environmental and individual "developmental assets" that serve as general protective factors (Leffert, Benson and Roehlkepartain, 1997). Among the items in the institute's list of environmental assets are: a caring school climate; parental involvement in schooling; clear rules and consequences in the school and family; high expectations from teachers and parents. Among the items in the institute's list of individual assets are: motivation to achieve; school engagement and bonding to school. When students find their school environment to be supportive and caring, they are less likely to become involved in substance abuse, violence, and other problem behaviours (Hawkins, Catalano, Kosterman, Abbott and Hill, 1999; Battistich and Hom 1997 and Resnick, 1997). They are more likely to develop positive attitudes toward themselves and pro-social attitudes and behaviours toward others (Schaps, Battistich and Solomon, 1997). Much of the available research shows that supportive schools foster these positive outcomes by promoting students' sense of "connectedness" (Resnick, 1997), "belongingness" (Baumeister and Leary 1995), or "community" (Schaps, Battistich,

and Solomon, 1997) during the school day. Connectedness, belongingness, and community all refer to students' sense of being in close, respectful relationships with peers and adults at school. These terms are used interchangeably here since they all refer to students' sense of being in close, respectful relationships with peers and adults in school or of being contributing and influential members of the school.

The wide range of effects of "community in school" have been documented by in-depth qualitative studies (Jones and Gerig, 1994), by large-scale surveys (Resnick, 1997), and by rigorous program evaluations (Solomon, Battistich, Watson, Schaps and Lewis, 2000 and Hawkins, 1999). Much of this research has been recently compiled, organized, and summarized by (Watson, and Battistich, 2001 and Osterman 2000). Findings from this research are beginning to influence policy and practice recommendations for the general improvement of schooling (Learning First Alliance, 2001) and for improving practice in the fields of school-based drug abuse prevention (Bosworth, 2000) and social and emotional learning (Collaborative for Academic, Social, and Emotional Learning, 2002). Why is promoting community in school proving to be so important? Why does it have such broad effects on students' development? One persuasive explanation attributes the effectiveness of high-community schools to their capacity to satisfy students' basic psychological needs for safety, belonging, autonomy, and competence (Deci, Vallerand, Pelletier and Ryan, 1991). When these basic needs are fulfilled, students are more likely to become engaged in, and committed to, the school and, therefore, inclined to behave in accord with its expressed goals and values (Watson, 2003). This phenomenon is often termed "school bonding" or "social bonding" (Hawkins, Catalano and Miller, 1992).

Moreover, active involvement in the activities and deliberations of a caring school community helps adolescents to develop their empathy for others, their social skills and social understanding, and their understanding of the values of the community. Students in high-community schools are more likely to become thoughtful and reflective, to be self-directing but also to accept the authority of others, to be concerned for and respectful of others, to avoid courses of action that are harmful to themselves or others, and to maintain higher standards of ethical conduct (Schaps, Battistich and Solomon, 2004; and Osterman, 2000). As adolescents become more capable and inclined to contribute to the supportive school context, they in effect promote, along with the school's faculty, an "upward spiral" by which community is strengthened and those involved in it are further benefited. When students' basic psychological needs (safety, belonging, autonomy, and competence) are satisfied, they are more likely to become engaged in school (school bonding); act in accord

with school goals and values; develop social skills and understanding; contribute to the school and the community. School environment, one of the agents of socialization plays an important role in the behavioral development of children. It is expected that the school environment should be attractive, conducive for learning and disability friendly. A functional curriculum, adequately taught concepts are important. Also, it is imperative for teachers to make few and clear rules so as to reduce frustration among children with mild intellectual disability (Oyundoyin and Ogunjobi, 2014).

Despite some increased attention to the research on community building, a high proportion of students probably still experience their schools as relatively impersonal (Hargreaves, Earl and Ryan 1996; Maehr and Midgley, 1996). One survey of students in 24 elementary schools in six districts nationally (Battistich, Solomon, Kim, Watson and Schaps 1995) showed that sense of community was not strong in most schools and that it tended to be significantly lower for low-income students and students of color than it was for their Anglo, more affluent counterparts. Similarly, a school environment where adolescents with intellectual disability are given derogatory names, where the adolescent's rights are not respected, teachers attitudes are generally negative, rules given in an unclear terms, and learning tasks are unachievable such school environment may foster conduct disorders in this category of adolescents. Evidence had shown that there is a relationship between poor school academic performance and conduct disorders. Rutter, (1976) states that children with conduct disorder exhibit low intellectual functioning and low academic performance from the beginning of their school years, especially in reading performance. Reading disabilities have been associated with personality traits. Thus, students who are often most in need of a supportive school environment may be placed at a further disadvantage by the quality of their experience in school (Tharp, 1989). Some researchers on motivation (Deci, Vallerand, Pelletier and Ryan, 1991) believe that when schools fail to meet students' needs for belonging (or competence and autonomy), students will become less motivated, more alienated, and poorer performers.

#### **2.1.11 School organization among the adolescent with mild-intellectual-disability**

Physical environment refers to the level of upkeep, ambient noise, lighting, indoor air quality and/or thermal comfort of the school's physical building and its location within the community (Stewart, 2007). The physical environment of the school speaks to the contribution that safe, clean, and comfortable surroundings make to a positive school climate in which students can learn (Earthman, Cash and Van-Berkum, 1995). A well-maintained and

safe physical environment fosters students' ability to learn, to show improved achievement scores, and to exhibit appropriate behaviour (Corcoran, Thomas, Lisa Walker, and Lynne White, 1988). Physical environment is related to both student achievement and student behavior (Stewart, 2007). A well-maintained and safe physical environment fosters students' ability to learn, to show improved achievement scores, and to exhibit appropriate behavior (Earthman et al., 1995). Decent, safe, and secure facilities are essential to successful educational programs. Creating a positive environment is necessary in order for teachers to teach effectively and for students to be receptive to learning (Gottfredson, and Gottfredson, 1985).

Facilities in good condition, including low noise levels, cleanliness, access to clean air and water, and absence of overcrowding are not only conducive to learning, but essential for student and staff overall health and well-being (Laub, and Lauritsen, 1998). Physical environment is related to teachers' levels of absenteeism, effort, effectiveness in the classroom, morale, and job satisfaction. Dilapidated school buildings contribute to teacher despair and frustration, while building renovations can lead teachers to feel a renewed sense of hope and commitment (Planty, and DeVoe, 2005). Overcrowding and heavy teacher workloads create stressful working conditions for teachers and lead to higher teacher absenteeism. Crowded classroom conditions limit the amount of time teachers can spend on innovative teaching methods and result in a constant struggle to simply maintain order (Planty et al., 2005). Thus the likelihood increases that teachers will suffer from burnout earlier than might otherwise be the case. Physical environment of schools is often mirrored by the physical environment of the surrounding neighborhoods in which they are located. Conditions of school buildings and grounds are important as the neighborhoods surrounding our nation's schools are not isolated from exerting influence. The condition of a school's neighborhood exerts a substantial influence on the school as well as the students it serves; thus, schools often inherit the difficulties present in their surrounding neighborhoods (Planty et al., 2005).

The condition of a school often reflects the surrounding neighborhood's condition. For example, schools with trash on the floors are more likely to be located in neighborhoods where litter and trash are prevalent; schools in which graffiti is evident are more likely to be in neighborhoods with graffiti; and schools with broken windows are more likely to be located in neighborhoods in poor condition. A positive academic environment is characterized by high quality instruction, peers and staff who support achievement-oriented behavior and serve as positive role models, high academic expectations, and institutional

academic supports for struggling students (Laub, and Lauritsen, 1998). High levels of teacher satisfaction, a sense of collective responsibility among staff for promoting academic achievement, and the availability of teaching materials also characterize a positive academic environment. Teachers and school administrators who hold high expectations for student learning, cultivate a student culture supportive of academic achievement, and provide students with the necessary supports to meet those expectations can expect positive student outcomes (Gottfredson et al., 1985). High expectations also must be codified in curricula aligned with rigorous content standards and paired with effective teaching techniques to ensure that students develop the academic knowledge and skills they need (Laub et al., 1998). When classrooms are mismanaged, behavioral disruptions among a few students may interfere with learning for an entire class. Although the school-wide disciplinary environment plays an important role, appropriate classroom management strategies are key to laying the foundation for a strong academic environment.

An effective school facility is responsive to the changing programs of educational delivery, and at a minimum, should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing, (National Center for Education Statistics, 2000). The school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, and vehicular access and parking (National Education Association, 2000). The school facility is much more than a passive container of the educational process: it is, rather, an integral component of the conditions of learning. The layout and design of a facility contributes to the place experience of students, educators, and community members. Depending on the quality of its design and management, the facility can contribute to a sense of ownership, safety and security, personalization and control, privacy as well as sociality, and spaciousness or crowdedness (Geiger, Philip, 2002). When planning, designing, or managing the school facility, these facets of place experience should, when possible, be taken into consideration (Zureich and Michael, 1999).

Fortunately, a number of research studies focused on this question of whether, and under what conditions, building a caring school culture or “community” helps or hinders academic performance. Some of this evidence is correlational, coming from descriptive studies that assess the relationship between aspects of the school environment as they

naturally vary and student outcomes. Some of the evidence is causal, coming from evaluations of programs or “interventions” that are intended to alter the school environment in desired ways. As will be seen, the findings from these two bodies of research converge, making it relatively straightforward to answer the question of how building community in school affects achievement-related outcomes. A substantial body of research shows that, for good or ill, a school’s social environment has broad influence on students’ learning and growth, including major aspects of their social, emotional, and ethical development. The social environment is shaped by many factors; the school’s espoused goals and values; the principal’s leadership style; the faculty’s teaching and discipline methods; the policies regarding grading and tracking; The inclusion or exclusion of students and parents in the planning and decision-making processes. Perhaps most important in determining the school environment is the quality of students’ relationships with other students and with the school’s staff. Among the aspects of school/ classroom climate most strongly associated with student academic achievement are: high expectations among school staff, students, and parents for student achievement; orderly school and classroom environments; high morale among school staff and students; and an instructional atmosphere characterized by high expectations for students, positive treatment of students, active engagement of students, and positive social relationships among students (Stockard and Mayberry, 1992).

### **2.1.12 Teacher-student relationship and adolescents with mild intellectual disability**

Adolescents behavioural problems have been found to have an especially adverse effect on attitude of teachers and early student–teacher relationships according to (Eisenhower Baker, and Blacher, 2007; Ladd, Birch and Buhs, 1999; Ladd and Burgess, 1999; Murray and Murray, 2004; O’Conner and McCartney, 2006 and Pianta, Steinberg and Rollins, 1995). However, there is some evidence that, over time, student–teacher relationships also impact child behaviour problems (Hamre and Pianta, 2001, 2005). In one encouraging study, (Silver, Measelle, Armstrong and Essex 2005) found that adolescent with high initial externalizing behaviour but also high student–teacher closeness decreased their externalizing behaviours from kindergarten through third grade. In one study of almost 4,000 students (who were ethnic minority groups and from poor families), the presence of positive relationships with teachers and the experience of a positive and orderly school environment in elementary and middle school were strong predictors of gains in math outcomes much stronger than class size, teacher experience, or availability of instructional supplies (Borman and Overman, 2004).

The school teachers and parents both have crucial roles to play. However, irrespective of the roles played by teachers and parents on their children, it is expected that each child maximize his/her own mental, intellectual and social abilities. But some people are still found to be deficient in some of the abilities. Such individual are those referred to as persons with intellectual disabilities (Goswami, 2013). Teachers and parents have a lot to do with the academic performance of children with mild intellectual disability. Moreover, an increasing percentage of children with intellectual disability are fully included in typical classrooms, especially in kindergarten and early elementary school. Given their cognitive disadvantage and heightened behavioural problems, as well as typical classroom teachers' relatively more limited experience in educating children with disabilities. It is very likely for teachers to have relatively some attitudinal issues and conflicts with such children, given greater dependency on the teachers by such children.

According to (the Collaborative for Academic, Social, and Emotional Learning 2002), Positive teacher-student relationships is evidenced by teachers' reports of low conflict, a high degree of closeness and support, and little dependency have been shown to support adolescents' adjustment to school, contribute to their social skills, promote academic performance and foster students' resiliency in academic performance (Rudasill, Reio, Stipanovic and Taylor, 2010); (Curby, Rimm-Kaufman and Ponitz, 2009); (Ewing and Taylor, 2009); (Battistich, Schaps and Wilson, 2004); (Hamre and Pianta, 2001); (Birch and Ladd, 1997).

Teachers who have close relationships with students reported that their students were less likely to avoid school, appeared more self-directed, more cooperative and more engaged in learning (Decker, Dona and Christenson, 2007); (Klem and Connell, 2004); (Connell, 2004); (Birch and Ladd, 1997). An individual's quality of life is largely determined by his stable and supportive interpersonal relationships (Kennedy and Itkonen, 1996), which can act as protective factors against psychological stress and illness, (Guralnick, 2006); (Duck, 1991). (Young, 2013) posited that if the adolescents can work out with his adult teacher whom he respects in a satisfactory and successful relationship, academic performance are bound to evolve. Several studies on adolescents with intellectual disability focused on their cognitive function, neglecting social and personality development of these individuals. Problems associated with cognitive functioning often overshadow the need to focus on adaptive and maladaptive behaviours (such as personality and personal motivation) of adolescents with mild-intellectual-disability.

In another study, urban high school students with behaviour and emotional problems were assigned to an intervention involving weekly interactions with teachers, monthly calls to the adolescents at home and increased praise from adults. Those adolescents involved in the intervention showed higher grade point averages over the five-month intervention period compared to their peers who were not receiving the intervention (Murray and Malmgren, 2005). Studies like this point to an important message across ages and in all content areas, adolescents will be more engaged and motivated if teachers meet students' essential need for social connection. The behaviours and emotions that young adolescents display when interacting with peers play a critical role in their involvement with bullying throughout the school years. Teachers have the ability to reduce bullying behaviours that occur in the classroom by establishing a positive climate in which pro-social actions are both encouraged and rewarded (Hanish, Kochenderfer-Ladd, Fabes, Martin, and Denning, 2004). Through teacher-student relationship, teachers can assist students in understanding how to better understand and regulate emotions they are feeling. Teachers can also involve students in discussing alternative strategies to deal with social conflict and in establishing pro-social rules for the classroom as posited by (Allen, 2010 and Fraser, 2005). Ideally, classroom environments need to be nurturing while at the same time holding students to high academic standards according to (Curby, LoCasale-Crouch, 2009 and Stuhlman and Pianta, 2009). Classrooms that focus on nurturance without offering opportunities for academic learning do not produce increases in students' achievement as posited by (Lee and Smith, 1999 and Allensworth and Easton, 2007).

Positive teacher-student relationship plays an equally important role in students' success across all subjects (McCombs and Miller, 2006). Students' social and emotional needs are present throughout the day and the year, regardless of the subject area. What influence does a caring, supportive school environment have on the course of students' academic success—their academic attitudes, motivation, engagement, and goal setting; their staying in school and graduating; their grades and test scores? Poor school performance is certainly a concern in its own right and is the focus of most current school improvement efforts. But poor performance is also a concern because it is a predictor of problem behaviours in late elementary school (Hawkins, Lishner, Catalano and Howard, 1986) as well as middle and senior high schools (Jessor and Jessor, 1977 and Hirschi, 1969).



### **2.1.13 School environment, functional reading skills, among adolescents with mild-intellectual-disability**

The Centre for Social and Emotional Education 2007; Cohen, McCabe, Michilli and Pickerral, 2007 and Zins Weissberg, Wang and Walberg, 2004) states that empirical findings had shown that a positive and sustained school environment will promote learners academic performance, desirable behaviour, healthy relationship, positive teacher-pupils interaction and enhance learners success. Other school-related factors responsible for personality factors include poor teacher-student relationship, lack of understanding on the part of the teacher and lack of positive reinforcement. Similarly, Karande and Kulkarni, (2005) opined that there are many reasons why adolescents under-perform at school which often may result in personality factors. Such factors include health problems, below average intelligence, specific learning disability, ADHD, emotional problems, poor socio-cultural home environment, psychiatric disorder or even environmental causes. Webster-Stratton and Dahl (1995) points out that the outlined risk factors have shown to be implicated in the development of conduct disorders, it is important to note that not all adolescents exposed to these factors develop personality traits, Rather, the evidence suggests that adolescents who develop personality traits have an etiology comprised of a combination of these factors.

The exhibition of personality traits among adolescents with mild-intellectual-disability places them at utmost disadvantage and hampers their self-reliance, social acceptance and the attainment of educational goals. A great deal of scientific research examines the relationship between poor school performance and personality traits. The direction of the causal link between education and personality traits is fundamentally complex. Early aggressive behaviour may lead to difficulties in the classroom. Such difficulties in turn may result in an adolescent receiving unfavorable evaluation from teachers or peers. These, in turn, might result in delinquency. Equally, delinquency could be another manifestation of whatever characteristics got the adolescent into trouble with school authorities in the first place. Some studies have shown reductions in delinquent behaviour when a teenager drops out of school. Others have shown increasing rates of delinquency following school dropout. In addition, many studies have shown that family and child characteristics predict both problems in school and an increased likelihood of delinquent behaviour.

Despite the ongoing discussion of the direction of causality, the evidence is clear that poor school performance, truancy, and leaving school at a young age are connected to juvenile delinquency (Huisinga and Jakob-Chien, 1998; Hawkins, 1998; Hagan and

McCarthy, 1997; Maguin and Loeber, 1996; Simons, 1991; Mensch and Kandel, 1988; Farrington, 1986; Elliott, 1978; Polk, 1975; Elliott and Voss, 1974; Bachman, 1971; Kelly and Balch, 1971 and Rhodes and Reiss, 1969). Several factors linked to diverse personality traits have been identified. For example, research has found that verbal and reading deficits are linked to victimization (both inside and outside school), drug use, aggression, and delinquent behaviour when adolescents who fall behind in reading become marginalized as failures (Kingery, Pruitt, Heuberger and Brizzolara, 1996). School failure undermines an adolescent's interest in and commitment to school and learning. Delinquent peer associations may also be a consequence of school failure when an adolescent comes to reject academic performance and pro-social behaviour as legitimate goals and values. Feelings of isolation and an adolescent's perception that she is not receiving emotional support from caring adults also may play a role in the etiology of delinquent or aggressive behaviours (Gottfredson, 1997). Research has identified other factors at the community, family, and individual levels that influence the development of delinquent and/or aggressive behaviours, including the availability of criminogenic tools (e.g., weapons), community disorganization, family history of problem behaviour, family conflict, and a history of early antisocial behaviour (Howell, 1995).

Rolf Loeber, of the University of Pittsburgh Medical Center, Western Psychiatric Institute and Clinic, cautioned that the relationship between personality traits and school performance should not be oversimplified. It may be that progression from delinquent behaviour to school failure is contingent on other factors, since not every offending juvenile experiences school failure and not every failing student commits offenses. In addition, not every act of delinquency affects school performance in the same way. The seriousness of delinquent behaviour may determine whether and to what extent school performance suffers. It appears that poor school performance is a more severe problem among serious violent delinquents. In a review of the literature on the predictors of youth violence, (Hawkins and his colleagues, 1998) concluded that serious and violent delinquents had more school-related problems (for example, low grades, truancy, suspension, dropping out) than nonviolent children.

#### **2.1.14 Language use and adolescents with mild-intellectual-disability**

Roughly 85% of adolescents diagnosed with learning difficulties have a primary problem with reading and related language skills. Most reading disabilities are neuro-developmental in nature. Neuro-developmental problems don't go away, but they can be

managed. Most adolescents with reading disabilities can become proficient readers and can learn strategies for success in school. When an adolescent reading disability is identified early, that adolescent is more likely to learn strategies that will raise his or her reading to a higher level. The most obvious cause of reading performance failure is word reading difficulty. If an individual is unable to read with sufficient accuracy and fluency then the information extracted from the text may not be sufficient for performance.

According to the reading performance models presented above, language difficulties provide another source of reading in comprehension failure. Adolescents referred to as 'poor comprehenders' are adolescents who experience comprehension difficulties despite having age appropriate word recognition and decoding skills (Cain and Oakhill, 1999 and Nation and Snowling, 1998). Research with this group of adolescents allows the exploration of the role of factors other than word recognition in reading comprehension. Studies have reported that poor comprehenders exhibit deficits in lower level language processes such as vocabulary knowledge (Catts, Adlof and Weismer, 2005) and Morpho syntactic skills (Nation and Snowling, 2000 and Nation, Clarke, Marshall and Durand, 2004). Reading comprehension has been found to be an area of particular difficulty for individuals with Down syndrome. (Carr, 1995) found that the average lag between reading accuracy and reading comprehension was 11 months in a group of adults.

It has been suggested that underlying language weaknesses contribute to the reading comprehension deficit found in individuals with Down syndrome and in support of this studies have found significant correlations between measures of language and reading comprehension (Boudreau, 2002 and Laws and Gunn, 2002). However, the measures of reading comprehension used in these earlier studies focused on the comprehension of single written words, phrases or sentences rather than passages of text, and floor effects were evident in the Down syndrome groups. Data from a recent study in Italian (Roch and Levorato, 2009) suggests that language comprehension may in fact be a more important predictor of reading comprehension in Down syndrome than in typically developing adolescents. (Roch and Levorato, 2009) went on to hypothesize that individuals with Down syndrome show an uneven reading profile similar to that exhibited by poor comprehenders and propose that an investigation of factors found to influence reading comprehension in poor comprehenders, such as inferential skills, working memory and meta comprehension skills, could prove fruitful.

The findings of a case study by (Groen, 2006) suggest that individuals with Down syndrome may have particular difficulties making inferences during reading, a difficulty that

could be causally related to the reading comprehension deficit as has been proposed in poor comprehenders. Although it appears self-evident that expert teacher knowledge and practices should be directly linked to student performance, reading difficulties have, in the past, been attributed to race, ethnicity, environment, socioeconomic factors, student motivation, parental involvement, and the likes (Vellutino, Scanlon and Jaccard, 2003 and Snow, 1998).

### **2.1.15 Concept of personality traits**

The importance of personality trait in the understanding of human behaviour is well-documented. Personality traits play prominent roles in predicting a wide array of important life outcomes, such as academic achievement, social acceptance, relationship conflict, behavioural problems, criminality, physical and mental health, and job satisfaction (Lahey, 2009 and Ozer, and Benet-Martinez, 2006). Personality trait as used in this study refers to extraversion, introversion and neuroticism developed through experiences during early childhood. Problems of personality can predispose adolescents with mild intellectual disability to behaviour disorders. Personality factors refer to a set of qualities that make a person distinct from another. (Jung, 1971) classified personality as extroversion and introversion. Extroversion and introversion are viewed as opposite ends of a continuum, noting that each person possesses both; meanwhile, one has a preference to display either of the qualities over the other. The personality of a person is an important contribution to the entire development and academic achievement of the individual. The term personality is used by psychologists; it refers to the total behaviour of the individual but particularly to those relative enduring and consistent aspects that causes us to resemble others in some ways and to be totally different and unique in other ways. This term includes character and temperament.

The definition of personality has, however been very controversial even though we use the term in every day conversation, most of the users would still find it difficult to provide an accurate statement of its meaning. (Chauhan, 1981) says that the meaning of personality is arbitrary. That the concept of personality comes from the Latin work “Persona” which means mask which Greek actors wear on their faces. It indicates the effect and influence which the individual wearing a mask leaves on the audience. So, personality is the effect which an individual leaves on other people. It is the integrative organization of all cognitive, effective, conative and physical characteristics of an individual as it manifests itself in facial distinction from others. (Robbins, 1989) defined personality as the sum total of ways in which an individual reacts and interacts with others. Personality can also be defined

as the total pattern of characteristics ways of thinking, feeling and behaviour that constitute the individual's distinctive method of reacting to his environment. The sum total pattern of characteristics ways includes the whole individual, his physique temperament, skills, interest, feelings, habit, intelligence, achievement as well as what he is today, what he hopes to be in future and the way he relates himself to other people and his environment.

Durojaiye (1986), defined personality as underlying behaviour such that some of its features are fully accessible to the conscious awareness of the person but others operate in a clandestine way-perhaps recognized by observers but not by the person himself. This shows that personality is a descriptive or explanatory concept. (Medinus and John, 1975) also says that personality may be a distinctive unique organization of traits in an individual as reflected in how he reacts to himself and others and in how they, react to him, and also in how he meets frustrations and conflicts. That is, how he adjusts to his environment. (Robbins, 1989), in open collaboration with the above view, stated that personality is not a static concept; it is dynamic, constantly changing and unique. Hence no two people no matter how identical, closely related or emotionally attached can have the same personality. He opines that personality implies both cognitive and physical attribute but usually refers chiefly to the affective cognitive traits, sentiment, attitude, complexes, unconscious mechanism, interest and idea that determine man's distinctive behaviour.

McFarland as cited in (Ogbebor, 1990) says that the concept of personality implies the following characteristics; that personality is the capacity for the maturation of physical and intellectual potentials, provided the environmental factors are right. That it includes what we can see and what we cannot see as well as physical attributes. It is capable of numerous forms and that it grows, changes and manifests itself in the social surrounding of human group relation. These can be seen during acquaintances with people meeting casual friends, among classmate, work mates, neighbours and employees, among members of the same family and potential marriage partners and so on. Personality in recent times has however devoted more attention to have people differ – the human personality, some basic aspects such as: how people affect others, how they understand and view themselves, their pattern of inner and outer measurable traits and the person's situation interaction. How people affect others depends on their external appearance and behaviour such as; the height, weight, facial appearance or looks, how friendly, how courteous and so on. The broad areas that are used in describing personality includes physical characteristics, temperament, intelligence, interest, moral standard and values, social attributes, aptitude which is potential for doing well in particular areas of activities, motivational disposition towards ones needs and motives,

expressive and stylistic traits as seen in politeness, business, submissiveness, talkativeness, and so on.

Cognitive deficits have been reported to be the most widely educational correlates of behaviour disorder. This perhaps explains why behaviour disorder is common among adolescents with intellectual disability. (Bernstein, 2014) affirms that the association between academic performance deficits and disruptive behaviour disorder has been found as early as in first grade and is an important predictor of outcomes during the elementary and middle school. Impairments in the frontal lobe of the brain have been linked to the development of behaviour disorder; due to this fact, the lobe in question is responsible for regulating an individual's emotions. It is also the home of one's personality so if there is any form of impairment or imbalance in this part of the brain, the individual will likely become susceptible to behaviour disorder. Although research examining social behaviour focuses heavily on social factors related to achievement, some investigators have chosen the personality of the child as a target for study. (Aremu and Oluwole, 2001; Adeyemo and Oluwole, 2001; Odedele, 2000 and Whensch and Lao, 1987) have submitted that the way and manner the child perceives himself could affect his academic performance. According to (Cervone, 2001, cited in Engin, 2011), each of the traits gives rise to an average, overall dispositional tendency in the individual's thoughts, feelings and actions.

#### **2.1.16 Big Five personality traits**

There has been a general consensus about the personality traits; there has also been some disagreement about both the names of those factors and about their precise meaning. Others have in particular Norma's conscientiousness and culture factor in different ways (Barrick and Mount, 1991). The scope of openness has also been controversial and liable to misinterpretation (De Rand and Van Heck, 1994). Meanwhile the five factor personality traits are extraversion, agreeableness, conscientiousness, neuroticism and openness to experience. These dimensions are stable across the lifespan and directly related to behaviour. They also seem to have a physiological base (Revelle and Loftus, 1992).

#### **The five factors are the following:**

##### **Extroversion**

In the big five theory of personality, extroversion is one of the five core traits believed to make up human personality. Extroversion is characterized by sociability, talkativeness, assertiveness and excitability. Individuals who are high in extroversion tend to seek out social

stimulation and opportunities to engage with others. These individuals are often described as being full of life, energy and positivity. In group situations, extroverts are likely to talk often and assert themselves. Adolescent low in extroversion is afraid of social situations, and prefers to spend more time alone and do not need as much social stimulation. The extrovert tends to be more physically and verbally active. He is also one who is sociable, adventurous, assertive, talkative, and generally impulsive and acts on the spur of the moment. The introvert on the other hand are independent, reserved, steady, fond of books rather than people, takes his responsibility rather seriously, keeps his feeling under control, seldom behaves in an aggressive manner, he distrusts the impulse of the moment and like being alone. (Howard and Howard, 1998) opined that the person in the middle of the dimension likes a mix between social situations and solitude. (Health Report Weekly, 2008) reported that according to scientific literature, extroversion is characterized by an intense and sustained drive to achieve goals and an eagerness to compete.

Individuals with this trait tend to have a persistent desire for external recognition and achievement and may be involved in various functions that bring about time restriction. Such personalities have the tendency to speed up mental and physical tasks with mental and physical alertness. When extroversion is extreme, traits such as respect for others privacy and self-reflection before acting may be under developed. Extroversion is the state of being predominantly concerned with and obtaining gratification from what is outside the self. Extroverts tend to enjoy human interactions and take pleasure in activities that involves large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. An extroverted person is likely to enjoy time spent with people and find less reward in time spent alone. Such people tend to be energized when around other people, and are prone to boredom when alone (Helgoe, 2008).

### **Agreeableness**

Agreeableness is linked to altruism, nurturance, caring and emotional support versus hostility, indifference, self-centeredness and jealousy. Agreeable people are altruistic, gentle, kind, sympathetic and warm. Traits associated with this dimension include being courteous, flexible, trusting, good natured, cooperative, forgiving softhearted, and tolerant (Barrick and Mount, 1991). Children with this trait renew their strength association with in- depth interests, reflective analysis, and preference for written responses. Weaknesses for learners with extreme introversion may include withdrawal, over protective of personal belongings and poor social interaction skills. Such individuals are easy going, calm, patient, hardly

stressed and reflective (Myers, Chauhan, 2000 and McCauley, Quenk and Hammer, 1998). According to (Isaiah, 2012), individuals in this group have an inward focus and do not usually enjoy parties. Introverts process their emotions, thoughts and observations internally. This group of people can be social people, but reveal less about themselves than the extroverts do.

Introverts are more private, and less public, need time to think before responding to a situation, they are generally not aggressive.

Oladele (1998) observes that the introverted personality often lives at a lower stress level. They demonstrate the following characteristics:

- (i) work steadily, enjoying achievements but may not become stressed when failed,
- (ii) may be creative and enjoy exploring new ideas and concepts,
- (iii) are often reflective, thinking about the outer and inner worlds.

When confronted with problems, extroverts are more likely to blame others or look at the environment for explanations whereas introverts are more likely to first become introspective (Myers et al., 1998). Children diagnosed with conduct disorder nature often display problem behaviour in an externalizing rather than internalized manner. Such children exhibit many of the weaknesses associated with strong extroversion (Oakland, Glutting and Horton, 1996).

### **Conscientiousness**

The conscientious person is focused. Concentrating on only a couple of goals and strives hard to achieve them. He is career oriented, while the flexible person is more impulsive and easier to persuade from one task to another. Conscientiousness has been linked to educational achievement and particularly to the will to achieve (Howard and Howard, 1998). The more conscientious a person is the more competent, dutiful, orderly, responsible and thorough he is (Digma, 1990).

### **Neuroticism or Emotionally Stable**

The person with a tendency towards neuroticism is more worried, temperamental and prone to sadness (Howard and Howard, 1998). Emotional stability is related to calm, stable and relaxed persons, whereas neuroticism is linked to anger, anxiousness, insecure and depression. The name neuroticism does not refer to any psychiatric defect. A more proper term could be negative affectivity or nervousness (Crae and John, 1992).



## **Openness**

People with a high openness have broader interests, are liberal and like novelty. This factor relates to intellect, openness to new ideas, cultural interests, educational aptitude and creativity (Howard and Howard, 1998). These individuals are cultured, esthetic, intellectual and open. The openness to experience can be connected to activities like writing, science and art (Wallach and Wing, 1969). Traits commonly associated with this dimension include being imaginative, cultured, curious, original, broadminded, intelligent and artistically sensitive (Godstain and Lany, 1999).

The big five personality traits are broad dimension or categories in a hierarchical sense such that they encompass a lot without detail. Inevitably you lose information and while the five factors provide useful personality descriptors, they are somewhat less useful at predicting specific behaviours. So as researchers chooses a hierarchical level of analysis suited to the research being conducted. Some researchers such as Norman, Goldberg, Costa and McCrae, have developed middle level categories that provides more description or less abstract. The importance of personality trait in the understanding of human behaviour is well-documented. Personality traits play prominent role in predicting a wide array of important life outcomes, such as academic achievement, social acceptance, relationship conflict, behavioural problems, criminality, physical and mental health, and job satisfaction (Lahey, 2009; and Ozer, and Benet- Martinez, 2006). Personality trait as used in this study refers to extroversion and introversion developed through experiences during early childhood. Problems of personality can predispose children with mild intellectual disability to conduct disorder and other behaviour disorders.

(Jung, 1921/1971) describes extroversion as an orientation toward outside experience. Individuals in this group are sociable, enjoy talking, love meeting new people and can be aggressive while introversion refers to shy, quiet and reserved people. These traits can also be found among children with intellectual disability. When children with extroversion trait are on the extreme dimension of behavioural excessiveness, opposite traits such as respect for others privacy and self- reflection before acting may be underdeveloped. Introverted children renew their strengths associated with in-depth interests, reflective analysis, and preference for written responses. Weaknesses of learners with extreme introversion may include withdrawal, over protectiveness of personal belongings and poor social interaction skills (Myers, McCaulley, Quenk, and Hammer, 1998). Studies of extroverted children with mild intellectual disability who required counseling for destructive behaviours reveals that such learners are extra-punitive, often punishing others or destroying property in the environment

(Myers and McCaulley, 1985). Children with introversion were often intro-punitive or self-punishing and engaged in self-destructive behaviours.

### **Factors affecting personality**

(Mullins, 1999), said personality is affected by many factors:

#### **Physiological or Biological**

Here we talk basically of the hereditary potential and primary characteristics of relativity. The impact of heredity is obviously active yet controversial.

#### **Culture**

This is an environmental factor that plays an important role in the development of human personality. The ways an infant is fed, toilet trained and greets among others are influenced by culture. Culture also affects independence, aggression, competition and corporation and so on of an individual.

#### **Family**

It is the family that selects, interprets and dispenses the culture. The family is the child's first contact with the outside world. Substantial empirical evidence indicates that over all home environment created by the parents in addition to their direct influence is critical to personality development.

#### **Socialization process**

The role of relevant person, groups and organization influencing the personality of an individual is also becoming evident. Socialization involves the process by which people acquire (from the enormously wide range of behavioural potentialities that are open to them starting from birth).

#### **Situational consideration**

The immediate situation may predominate in the determination of personality. For example, a person who enjoys using his initiative and loves forcibility but also find himself in a highly formal and bureaucratic set-up may become frustrated.

#### **Genetic influence**

Literatures earlier reviewed have shown that genetic influence is one major cause of personality traits in adolescents with mild intellectual disability. Children's Medical Missions (2012) states that personality traits may be due to inherited genes that affects behavioural development. (Burst, Truger, McGee and Lacono, 2001) stress that there is tendency to be a stronger genetic link for individuals with childhood onset personality traits compared to adolescent onset. Further, personality traits are commonly inherited from family members.

## **What do the big five predict about our behaviour?**

Firstly, having a trait means reacting consistently to the same situation overtime, for example, being appreciable or cooperative means consistently going along with reasonable requests, but does not mean always complying with others wishes (Hogan et al., 1997).

Second, to respond consistently in the same situation people must have a capacity to respond to situational cues, that's have trait to be responsive to situations. For example, if someone purchases a house in the woods, such a person might want that house because of its secluded location.

Third, behaving differently in a given situation does not mean there is inner inconsistency.

## **2.2 Theoretical framework**

### **2.2.1 Social learning theory by bandura**

In social learning theory, Bandura posits that all human behavior is learnt with or without re-enforcement. Bandura believes that the behaviour of adolescent is the true reflection of the happiness in their environment. He opined that behaviour is learnt through observational learning. Adolescents observe people around them, behaving in different ways. The individuals that are observed are called models. Bandura's view of children is that they are surrounded by many influential models such as parents within the family, characters on children's television, friends within their peer group and teachers in school. These models provide examples of masculine and feminine behaviour to observe and imitate. (Bandura, 1977) asserts that children pay attention to some of these people (models) and encode their behaviour. At a later time, they may imitate the behavior observed. They may imitate whether the behaviour is gender appropriate or not, most times though, the child reproduces the behaviour that society deems appropriate for its sex.

According to Bandura, a child's observation has some implication on his behaviour. In the first place, the child will more likely attend to and imitate people around that he perceives as similar to himself. Consequently, it is more likely to imitate behaviour modeled by people of the same sex as he or she is. Secondly, people around the adolescents will respond to the behaviour he imitates with either reinforcement or punishment. If a child imitates a model's behaviour and the consequences is rewarding, the adolescent is likely to continue performing the behaviour. Re-enforcement here, can be internal or external, and can be positive or negative. If a child wants approval from parents, teachers or peers, this approval is an external reinforcement but if the excitement of being approved of is internal

reinforcement. A child will behave in a way which he believes will earn approval because he desires to be approved of. However positive or negative reinforcement will have little impact if the reinforcement offered does not commensurate with individual needs. It is important to note that reinforcement will lead to a change in an individual's behavior, be it positive or negative. A child will take note of what happens to other people when deciding on whether to copy someone's action, this is referred to as vicarious reinforcement.

In view of social learning theory, (Asher, 2011) asserts that social learning deals with contingencies of operant behaviour, the event and cue in which such behaviour is contingent. He indicates that naturally pain or pleasure producing cues exist in everyday world. Other people, circumstances, information and neutral elements in the environment that conditions responses of an individual are copied from models. Children become aggressive, withdrawn, eventually, maladjusted when they observe pain producing cue models (Ormrod, 2012). The 'self' in this content of social learning theory although is understood as constellation of inter-related behaviour. It's an individual's repertoire of learned actions (models). This is one's observed behaviour to survive and strive in a challenging social environment, comes into play (Asher, 2011).

### **Contributions of social learning theory**

Social learning theory emphasizes observation, attention, retention, modification of behaviour, reinforcement and its consequences. This could be applied in learning especially as it applies to the context of behavioural adjustment of adolescents with mild-intellectual-disability. (Asher, 2011) posits that people including adolescents with mild-intellectual-disability can learn social behaviour by observing or imitating others or models. The outcome of the observed behaviour therefore contributes to the adjustment or maladjustment in the adolescents with mild-intellectual-disability environment (home, school and community). The second major contribution of social learning theory to the adolescents with mild-intellectual-disability, is the three-way interaction represented in Bandura's notion of reciprocal determinism. He views an individual as both a product of a person and environment and as an influence of person and environment (Bandura, 1978; 1983; and 1986). Conclusively, learning is more meaningful when learners are socially engaged through interaction with others and develop social skills that could build a sense of adjustment and belonging in the environment.

## **Implications of social learning theory and behavioural adjustment among adolescents with mild-intellectual-disability**

Social learning theory has implications on adolescents with mild-intellectual-disability in that learning by observing and imitating others has great influence on their social adjustment. Simply observing of attitude of parents, teachers and peers (models), is a vital method of reinforcing adolescents with mild-intellectual-disability. This is because reinforcement in form of positive attitude of others usually stirs better adjustment of adolescents with mild intellectual disability, whereas, negative attitude as well as extreme punitive measures may lead to negative behaviours. Social learning theory identifies that human behaviour are influenced by the environment. In other words, human behaviours are learned through models in an individual's environment, this indicates that good models to adolescents with mild-intellectual-disability's environment (at home and school) will greatly enhance their reading performance and social adjustment, while bad models will lead to aggressiveness, depression, poor self-esteem and social maladjustment in the environment (Kristi, 2012).

### **2.2.2 Theory of behaviourism**

The term behaviourism refers to the school of psychology founded by John B. Watson, based on the belief that behaviours can be measured, trained, and changed. Behaviourism was established with the publication of Watson's classic paper 'Psychology as the Behaviourist Views It' published in 1913. Behaviourism also known as behavioural psychology is a theory of learning based on the idea that all behaviours are acquired through condition. Conditioning occurs through interaction with the environment. Behaviourism, is also referred to as the learning perspective theory believes that all human physical action can be regarded as behaviour. The theory states that all things that an individual does including acting, thinking and feeling can be regarded as behaviours and that psychological problems can best be treated by altering behaviour patterns or modifying the environment (Skinner, 1984). Behaviourists also believed that human responses to environmental stimuli are shaped by such behaviour. The theory of behaviourism believes that behaviour can be studied in a systematic and observable manner with no consideration of internal mental states. According to (Olawale, 2001) only observable behaviours should be studied, since internal states such as cognition, emotion and mood are too subjective.

The behaviourist school of thought also maintains that behaviours can be described scientifically without recourse either to internal physiological events or to hypothetical

constructs such as mind (Baum, 1994). According to behaviourism, individuals' response to different environmental stimuli shapes individuals' behaviours. Behaviourists believed that behaviour can be studied in a methodical and recognizable manner with no consideration of internal mental states. Behaviourism comprises the position that all theories should have observational correlates but there are no philosophical differences between publicly observable processes like actions and privately observable processes such as thinking and feeling (Fraley, 2001). From early psychology in the 19<sup>th</sup> century, the behaviourist school of thought ran concurrently and shared same belief with the psychoanalytic and Gestalt movements in psychology into the 20<sup>th</sup> Century; but also differed from the mental philosophy of the Gestalt psychologists in critical ways (Gazzaniga, 2010).

The main influences of theory of behaviourism were Ivan Pavlov, who investigated the classical conditioning theory, and B. F. Skinner, who conducted research on operant conditioning theory. Skinner believes that behaviour can be increased by following it with a variety of reinforces such as food, token, praise or a friendly smile. It can also be decreased through punishment, such as disapproval or withdrawal of privileges. (Watson, 2012) believes that the environment plays an important role in children development and adults can mold the children's behaviour in any way they wish through stimulus-response association.

### **2.2.3 Problem-behaviour theory**

(Jessor, 1992) opined in this theory that adolescent behaviour which includes the risk behaviour cannot be attributed to a single source but complex interactions between people and their environment. Problem-Behaviour theory concentrates on the relationships among three categories of psychosocial variables. They are the personality system, the perceived environmental system and the behaviour system. The personality system includes 'values, expectations, beliefs, attitudes and orientations towards self and society'. The perceived environmental system has to do with friends and parents attitudes towards behaviour. The behavioural system describes a certain set of socially unacceptable behaviours such as alcohol, tobacco including other drugs and sexual behaviour by persons below a certain age and delinquency. In Problem Behavior Theory (Jessor, 1995), the focus is placed on individuals' unconventional attitudes or traits and social bonds. Hence, sexual intercourse has been expected and found to be more common among young people with certain unconventional dispositional traits and among those who are relatively lacking in social bonds to conventional institutions (Capaldi, Crosby and Stoolmiller, 1996; Goodson, Evans and Edmundson, 1997 and Kirby, 2002).

As a result of these linkages between sexual behaviour, individual dispositions (unconventional attitudes) and lack of social bonds, adolescent sexual behaviour has been expected to co-vary with other problem behaviour, including such behaviours as alcohol use, aggression, and delinquency. In multiple longitudinal studies reviewed here, researchers have developed hypotheses by starting with this position and studies have been designed to examine factors associated with risky adolescent sexual behaviours (Brook, 2004; Capaldi, 1996; Raffaelli and Crockett, 2003 and Tubman, Windle and Windle, 1996). According to (Jessor, Donovan and Costa, 1991), each of the psychosocial system contains variables which act as instigators or controls on problem behaviour. They further stated that the strength of these variables results in proneness to problem behaviour. The adolescents overall proneness to the problem behaviour can be decreased by weakening the instigators or strengthening the controls. Other two systems of interests were identified as being the social environment which includes factors such as poverty and family structure. The second system is the biology/genetics including such variables as family history of alcoholism and high intelligence. The biology/genetic system of influence may be useful in identifying children with a genetic propensity for particular risk behaviour like alcoholism (Jessor, 1992).

## **2.3 Empirical framework**

### **2.3.1 Functional reading skills among adolescents with mild-intellectual-disability**

There is no gain saying that functional reading has become a very important skill where a lot of people still have difficulty in, one of the major causes of functional reading problems could be traced to poor knowledge of English vocabulary. Since the main purpose of reading is to comprehend the writer's experiences represented in symbols. (Schagen and Sainsbury, 1996) have confirmed that reading ability can make a significant contribution to adolescents' scores on mathematics assessment. Also (Fag's, 2006) study found that reading can make significant difference in adolescents' understanding of science. It then connotes that it is likely that inability to read may remain a barrier to adolescents performing their best in all subjects. (Obianika, 1981) pointed out that every country where English is taught a second or foreign language, the teaching of reading in English is of particular importance because whether or not, students will be required to speak or write it. According to her, there is no doubt that they will want to read it for a variety of purposes which include passing of examinations, as textbooks are written in English.

The failure of functional reading has been blamed on lack of reading as it limits an individual's quality of life (Bradford, Shippen, Joshi, 2009), The problem of reading is much

more compounded amongst the adolescents with intellectual disability. The reasons are many, (Blanton, Semmel and Rhodes, 1987) remarked that it is surprising that despite the widespread recognition of significant problems in reading acquisition, and limited achievement on the affected individual, the main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless, we have all witnessed cases where students are capable of reading the words, but face much difficulty in expressing their comprehension of the main ideas. As educators, we need to have an understanding of the theories behind reading comprehension, as well as a working knowledge of some important strategies that can be used in the classroom to increase reading comprehension. The area of interest of some scholars was the relationship between reading problems and teaching strategies. (Chall, 1967; and Burt, 1969) pointed out that there is no single best teaching strategy of reading. Different methods can be applied at different steps /stages of impacting knowledge. In a study carried out by (Brown and Felton, 1990) on effects of instruction on beginning reading skills in children at risk for reading disability, they found out that children identified as at risk for reading disability scored higher on numerous measures of reading achievement after receiving two years instruction in a structured phonics code emphasis approach compared to similar children taught using a context approach, in which children are taught to first identify unknown words using context. Deducing from the above studies, it can be seen that with the application of appropriate instructional strategies, adolescents with intellectual disability can be aided to improve their reading skills. Research supports the independence of word recognition and linguistic comprehension components, (Oakhill, Cain, Bryant, 2003).

Functional reading therefore is an aspect of learning and as such should not be overlooked. Functional reading as an act plays an important role in creating independent learners. Reading involves intentional thinking, during which meaning is constructed through interactions between text and the reader. Functional reading is thus indispensable in sustaining the development of any society. One of the major avenues for acquiring information is reading and reading is the foundation upon which other academic skills are built (Oyeronke, 2009). (Carson, 2000) averred that the doors of the world are opened to people who can read and that it improves learners' spelling, vocabulary, comprehension and it makes class-rooms more interesting. The ability to read is a highly valued behaviour and important for social and economic advancement. Academic success, personal independence, and secure employment depend on the fundamental skill of reading (Calhoon, 2005).



Practices and philosophies about beginning reading instruction vary, but research strongly supports an early emphasis on letter-sound correspondences especially for children at risk for reading failure (Anderson, Hiebert, Scott and Wilkinson, 1985). The skill acquired in reading can promote the acquisition of language skills like listening, speaking, and writing. Early, intensive and remedial reading instruction is necessary to assist at-risk beginning readers as they work toward mastering the skill of reading (Rabren, 1994). The aim of any reading programme is to lay a strong foundation that can benefit pupils throughout their lives in academic pursuits (Adewole, 2001).

(Bremer and Smith, 2004) reiterated that although there is need for specific academic skills like math, literacy, and independent living of persons with intellectual disability, but the absence of adequate social skills will not assure successful outcomes of any other acquired skills. (Gresham, Sugai, and Homer, 2001) also commented that lack of social skills are the key criteria in defining the many high – incidence disabilities that hinder students' excellent academic performance and progress such as specific learning disabilities, attention deficit/hyperactivity disorder (ADHD), intellectual disability and emotional disturbance. It is therefore, necessary to assist students learn the appropriate social skills in order to reduce the effect of these disabilities on their entire life success and achievements. A parent who shows complete regard for education might have some effect upon his or her adolescent's education progress. Many studies have examined the relationships among those constructs and adolescent's achievement. (Schunk, Pintrich and Meece, 2008) affirm the fact that there is consistent finding of motivation being related to achievement behaviours.

### **2.3.2 Functional reading skills and parent's socio-economic status among adolescents with mild-intellectual-disability**

The economic state of the parents of children with intellectual disability as it affects their acquisition of necessary social skills. Parents' Socio-Economic Status influences or stimulates a child to either display some antisocial behaviour or desist from them. (Song and Hattie, 2004) found out that families from different socio-economic groups create different learning environments that affect the adolescent's academic achievement. There is no doubt that parents attitudes help to condition their adolescent's attitudes. A parent who shows complete regard for education might have some effect upon his or her adolescent's education progress. Many studies have found out that the relationships between those constructs and adolescent's achievement greatly impacts on functional reading skills of the adolescent with mild-intellectual disability. (Schunk, Pintrich and Meece, 2008) affirmed that there is a

consistent finding of motivation related to achievement behaviours. In a nutshell the influence of socio-economic and educational background of the parents on their children education cannot be undermined.

According to (Campbell and Wu, 1994) who found out that the home environment and family processes provide a network of physical, social and intellectual forces and factors which affect the student's learning. The family's level of encouragement, expectations, and education activities in the home are related to socio-economic status. A parent who shows complete regard for education might have some effect upon his or her adolescent education progress. Many studies have examined the relationships among those constructs and student's achievement. (Schunk, Pintrich and Meece, 2008) affirm the fact that there is a consistent finding of motivation being related to achievement behaviours. In a nutshell the influence of educational background of the parents on their adolescent education cannot be undermined. In families where parents happen to experience difficulties in reading and writing continuously, there is a danger that low literacy is passed on to the next generation (Cooter, 2006). In another research (Lynch, 2009; Cooter, 2006; and Dearing, 2004) and put forward that the importance of literacy development stretches far beyond adolescent school performance. Well-developed literacy ability is an important condition for adolescent development in other intellectual and social areas and vice-versa (Patall, 2008 and Dearing, (2004).

Increasingly, research has suggested that, rather than having a direct association with adolescent's academic performance, socio-economic status and parents' level of education is part of a larger constellation of psychological and sociological variables influencing The home climates such as the size of the family, relationship between siblings and parent-child relationship have a way of affecting a child's development of social skills. The socio-economic state of the children can be determined through their parents' occupation, educational level, residence and types of gadget in the home. The social economic status of parents of children with mild intellectual disability could have negative influence on the social behaviour of these children in school, home and the community at large. Children from homes where the socio - economic status of the parents are high are likely to be socially competent than their counterparts from homes where the socio - economic status of parents are low, where parents are struggling to make ends meet.

According to (Joan, 2009) who found out that the influence of socio-economic status and parents' level of education on student outcomes might best be represented as a relationship mediated by interactions among status and process variables. With this

information, it is important to note that parents are one of the most influential yet significantly underrated factors in their adolescent's education, and society should encourage more parental participation in public education as it has been highlighted by most researches (Robert Onzima, 2010; Lynch, 2009; Okummu et al., 2008; Nannyonjo, 2007; Hanushek, 2007; Cooter, 2006; Palmer, 2005; Verpoor, 2005 and Ramachandrant et al., 2003). Attendant on higher levels of education may be access to resources, such as income, time, energy, and community contacts, that allow for greater parental involvement in a child's education.

According to (Bremer and Smith, 2004) who found out that although there is need for specific academic skills like math, literacy, and independent living of persons with intellectual disability, but the absence of adequate social skills will not assure successful outcomes of any other acquired skills. (Gresham, Sugai, and Homer, 2001) also commented that lack of social skills are the key criteria in defining the many high – incidence disabilities that hinder students' excellent academic performance and progress such as specific learning disabilities, attention deficit/hyperactivity disorder (ADHD), intellectual disability and emotional disturbance. It is therefore, necessary to assist students learn the appropriate social skills in other to reduce the effect of these disabilities on their entire life success and achievements.

### **2.3.3 Functional reading skills, parents educational level among adolescents with mild-intellectual-disability**

Adolescent's functional reading skills and educational attainment have been studied, within different frameworks. Many of them have a focus on parents education, occupation or home background (like; family income, language of the home, activities of the family and work methods), while other studies looked at it from the teacher's variables (such as teacher's age, experience, education, gender), school variables (such as environment, structures, buildings, location), student's variables (such as attitude, self-concept, self-esteem, study habit, interest) or parent's support (such as achievement motivation of wards, parental attitudes towards education, the aspiration of parents. There is evidence that parent's education will affect student's academic performance in schools. According to (Grissmer, 2003) who identified that parent's level of education is the most important factor affecting student's academic performance. (Taiwo, 1993) submits that parent's educational background influences the academic performance of students. This, according to him, is because the parents would be in a good position to be second teachers to the adolescent; and even guide

and counsel the adolescent on the best way to perform well in education and provide the necessary materials needed by the adolescent. This was supported by (Musgrave, 2000) who said that a child who comes from an educated home would like to follow the steps of his or her family and by this, work actively in his or her studies. He said further that parents who have more than a minimum level of education are expected to have a favored attitude to the adolescent's education and to encourage and help him or her with school work. They provide library facilities to encourage the adolescents to show examples in activities of intellectual type such as reading of newspapers, magazines and journals. They are likely to have wider vocabulary by which the adolescents can benefit and develop language fluency.

(Onocha, 1985) was of the opinion that an adolescent from a well-educated family with high socio-economic status is more likely to perform better than an adolescent from an illiterate family. This is because the adolescent from an educated family has a lot of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials and decent feeding. He or she is likely to be sent to good schools where well-seasoned teachers will handle his or her subjects. Adolescent academic performance was found to be affected by varying family processes. Kainuwa and Yusuf (2013) found out that the level of education influences parents' knowledge, beliefs, values, and goals about childrearing, so that a variety of parental behaviours are indirectly related to adolescent's school performance. For example, high levels of education may enhance parents' facility at becoming involved in their children's education, and also enable parents to acquire and model social skills and problem-solving strategies conducive to adolescent's school success. On the other hand, (Joan, 2009) discovered that higher parental levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies than children of parents with lower socio-economic status and lower levels of education.

(Grissmer, 2003) stated that evidence has proven that parent's level of education is the most important factor affecting children's academic achievement in schools. (Taiwo, 1993) also found out that parent's educational background influences the academic achievement of children. This, according to him, is because the parents would be in a good position to be second teachers to the child; to guide and counsel the child on the best way to perform well in his academics and provide the necessary materials needed for the child.

#### **2.3.4 Functional reading skills among adolescents with mild-intellectual-disability and parenting styles**

According to (Okpako, 2004), he found out that the act of parenthood, upbringing, training, child rearing or child education and categorizing the parents according to high or low parental demandingness and responsiveness, creates four parenting styles (indulgent, authoritarian, authoritative and uninvolved). Each of these styles reflects different naturally occurring patterns of parental values, practices and behaviours according to (Baumrind, 1991) and a distinct balance of responsiveness and demandingness. When the relationship between the parents and the adolescent is warm, it creates a healthy environment for the development of the adolescent. Adolescents exhibiting traits of friendliness, cheerfulness, positive emotions and good maturity traits, show evidently, that such adolescents come from homes where they are accepted and loved. Parents are said to be authoritarian when they are having the final decision in the home, are highly demanding and directive.

(Bronstein, 1993) found out that authoritative parenting style leads to intrinsic motivation, while authoritarian and permissive parenting styles leads to extrinsic motivation. (Boveja, 1998) found out that adolescents who perceived their parents to be authoritative engaged in more effective learning and studying strategies. In another study, (Leung, Lau, Lam, 1998) found that academic performance was negatively related to authoritarianism. (Cummings and Davies, 1998) demonstrated direct, cross-sectional associations among destructive parental conflict, child reactivity when exposed to an-inter adult paradigm (as reflected by observed vigilance, distress and hostility), and children externalizing and internalizing behaviour problems in a sample of 6 to 9 year old children. Structural equation modeling supported their hypothesis that emotional reactivity partially mediated the relation between conflict and child adjustment. The mediational model was more strongly predictive of children's internalizing symptoms than externalizing problems. (Russell, Hart, Robinson and Olsen, 2003) found that low sociability combined with high authoritarian parenting was associated with less pro-social behaviour; however, interactions between shyness and parenting were not associated with pro-social or aggressive behaviour. (Steinberg, Lamborn, Darling, Mounts and Dornbusch, 1994) found that adolescent-reported authoritative parenting was associated with maintaining a higher level of social competence adjustment across a two-year period of high school. Parent-reported authoritative parenting was associated with less disruptive behaviour in a sample of 3 to 6 year olds (Querido, Warner and Eyberg, 2002). Uninvolved parents are low in both responsiveness and demandingness to their children.

These parenting style classifications are relevant to this study because, they will help the researcher to understand whether the nature of parent-adolescent communication has any bearing on the parenting style. (Inman, Howard, Beaumont and Walker, 2007) opined that parents are often faced with the complex task of parenting their children within a culture is notably dissimilar from their culture of origin. Attention, love and warmth go a long way in assisting the child's emotional development and adjustment (Odebumi, 2007). Children at adolescent stage require parental love, care, warmth and serious attention to adjust adequately, in the environment in which he finds himself. Parents have major roles to play in the adjustment process of adolescent. Reports had shown that authoritarian parenting styles has negative connotation in literature because of the negative behaviour outcomes of adolescents and children. However, on the same, note outcome of some researches revealed that authoritarian parenting yield positive effects on Asian and Indian adolescents (Ang and Goh, 2006). Some found that authoritative parenting style has more positive effects on the adolescent's behaviour. (Ang and Gog, 2006) reports that permissive or laissez faire parenting without well-defined or clear-cut goals and such parents play a passive role in the rearing of children.

### **2.3.5 Functional reading skills and school organization among adolescents with mild-intellectual-disability**

According to (Maguin and Loeber, 1996) meta-analysis of intervention programs, the consensus of studies found low intelligence and attention problems to be common causes of both delinquency and poor academic performance. Child and family risk factors, peer group influences, socioeconomic status, low school motivation, and early conduct problems were also causes of school failure and delinquency and, in combination, increased the risk of both. Slow development of functional reading performance may affect more than just one academic subject but may also delay language acquisition, general knowledge, vocabulary, and even social acceptance. The development of literacy skills in elementary school can also have long-term effects. Thus, successful early readers usually succeed academically while those who fail to learn to read in elementary school frequently have lifelong difficulties in learning new information (Matthew, 2013). Educators have called this the Matthew effect, a term based on the Biblical message found in Matthew 25:29 and paraphrased as "the rich get richer and the poor get poorer" (Matthew, 2013).

While assistive technology may become more prevalent in everyone's world, reading will continue to be an essential part of school, work, and community life. Educators working

with adolescents with intellectual disability have many reasons to include literacy instruction in their classrooms. Reading and literacy skills are the key to accessing knowledge, gaining independence, and making choices (Houston and Torgeson, 2004). Also, the (Individuals with Disabilities Education Act (IDEA), 1997), most recently amended in (2004), is a federal law requiring all students to have access to the general education curriculum. Since reading is part of that curriculum it should also be part of the curriculum for students with mild to moderate intellectual disabilities (Houston and Torgeson, 2004). Additionally, the (No Child Left Behind Act (NCLB), 2001) requires that all students, including those with disabilities, achieve adequate yearly progress (AYP) in grade level standards. Although progress in meeting standards may be determined through alternative assessments such as the Virginia Alternative Assessment Program (VAAP), reading is required for all students (Erickson, Mathes, Champlin and Cheatham, 2009). Indeed, reading is an essential component of success in most academic subjects and functional literacy is needed for students with intellectual disabilities to achieve independence (Polloway, Patton, Serna and Bailey, 2013).

(Hatch, 2009) questioned whether what most persons consider a functional curriculum for students with intellectual disability actually helps them read with comprehension or understanding. Studies suggest that changing educational performance and behaviour simultaneously is more likely than either alone to result in durable positive outcomes. For example, evaluations of interventions designed to address delinquency and poor reading performance have found that educational programs that teach self-control and social skills and provide parental training (Arbuthnot and Gordon, 1986; Gottfredson, 1990 and Tremblay, Vitaro, Bertrand, Blanc, Buauchesne, Boileau, David, 1992) were more successful in improving education outcomes than those that provide only remedial educational assistance (Maguin and Loeber, 1996). What this suggests is that addressing behavioural and cognitive deficits (that is, factors that arguably operate as common causes of both delinquency and poor school performance) may do more to improve academic performance and to decrease or prevent delinquency than either providing remedial academic support or imposing punitive criminal sanctions alone. The available evaluations of programs that focus on cognitive or behavioural deficits alone find that the effects are either equivocal or of a short-lived, positive nature (Maguin and Loeber, 1996).

Disabilities may also operate as common factors in the etiology of both poor school performance and delinquency. Such disabilities include language and speech problems, learning disabilities, behavioural problems (for example, attention deficit hyperactivity disorder), and emotional problems (severe emotional disturbance) (Meltzer, 1986 and

Perlmutter, 1987). More research, especially research using longitudinal study designs, is needed to examine how disabilities operate as common causes of both delinquency and poor school performance. Workshop participants also noted the importance of family risk factors as common to both poor school performance and delinquency. Research has shown that family management skills training can disrupt trajectories toward school failure and crime. By reducing negative family interactions and conflict and improving parental supervision of children and parent-child relationships, family management skills training reduces risk factors associated with delinquency and increases parental monitoring of a child's activities and school progress (Maguin and Loeber, 1996).

Families not experiencing problems can also benefit from increased parental involvement. Parents' role in education and delinquency prevention is often left out in devising prevention and intervention strategies. He suggested the need to reverse this trend and to do more to reengage parents, particularly at important transition points in children's development. Transition into middle school is an especially critical time. Workshop participants noted that there are serious structural and motivational barriers to parental involvement in prevention and intervention programs. Poor and working parents may find it difficult to attend meetings consistently. More difficult are the issues that arise in working with crime- and/or drug-involved parents. Not only does the behaviour of the parent run counter to program goals and objectives, but work with these parents and children also is more complex and requires a level of services often not available through traditional prevention and intervention programs. The needs of special populations (those who are poor, single parents or substance abusing) should be anticipated and addressed if prevention and intervention programs are to assist such parents in supporting their children's development.

### **2.3.6 Functional reading skills and teacher-student relationship among adolescents with mild-intellectual-disability**

A survey of teachers of students with intellectual disability and visual impairments found that although most teachers were interested in learning more about literacy, fewer than half of the teachers felt that reading or literacy instruction was important for all students (Mims, Browder, Baker, Lee and Spooner, 2009). They suggested that all students should have the opportunities to learn through literacy or reading, even if they do not all become literate. Inversely, studies have found that students who do not perform well academically are more likely to be delinquent. The Cambridge Study on Delinquent Development and the Pittsburgh Youth Study has both found that low school achievement predicts adolescent



delinquency (Maguin and Loeber, 1996). In a meta-analysis of studies that examined the relationship between academic performance and delinquency and interventions designed to improve school achievement and reduce offending, (Maguin and Loeber, 1996) found that poor school performance was related to the frequency of delinquent offending, the seriousness of offenses, and persistence in delinquency offending.

Findings from this study highlight the importance of examining the effect of poor educational performance on delinquency over time—to think of a child’s development on a trajectory with multiple transition points (childhood to adolescence) along which key events occur. Studies have shown that adolescents tend to lose interest in learning as they progress through school (Brush, 1980; Eccles and Midgley, 1990 and Harter, 1981; 1996). Also, over time adolescents appear to decrease their beliefs that they can learn well, that they can perform well, and that they can behave well, (Simmons, Whitbeck, Conger and Conger, 1991; 1973). Research addressing the processes that contribute to such perceptions among children and adolescents was the focus of several workshop participants. Workshop participant (Dweck, 1984) of the Department of Psychology at Columbia University, reported on her research on adolescents and motivation. Her research examines the factors that cause some adolescents to avoid risk and to break down in the face of a challenge, while others, who might not be thought of as academically talented, seek challenge, enjoy effort, and maintain effective strategies to deal with difficult tasks. Dweck’s research clearly shows that intellectual ability is not a sufficient explanation of these observed differences. These orientations are not individual traits or characteristics but rather learned ways of approaching challenging tasks. Opportunities and reinforcements provided in classrooms and the teaching and management styles of teachers likely influence these orientations. Research points and how school policies and practices might be reformed to emphasize a mastery orientation toward the acquisition of academic skills and performance, according to Dweck.

In many ways, schools increase students’ fear of failure. Incentives or material rewards, the researchers found that sustaining and augmenting academic gains during the summer is very much influenced by a student’s socioeconomic background. Factors like parent and teacher expectations of student academic performance and the material resources (for example, games, trips) that high- socioeconomic status of parents can provide may be the reasons for these differences. According to (Entwisle, Alexander and Olson, 1997), high- socio-economic status of parent’s seem to be more able to provide depth and an extra dimension to their children’s education, which help to sustain their level of learning over the summer months. There are, however, methodological issues that limit study findings.

(Loeber, 1996) noted that while findings applied equally to boys and girls in some studies, because most studies are conducted with boys, the findings may not in fact be generalizable to the experiences of girls. While time limitations did not allow for an exhaustive review of the relevant research at the workshop, participants were able to discuss the important roles that peers play in the relationship between delinquency and poor school performance. That peer's exercise influence on the development of delinquent behaviour is a common perception among researchers. Workshop participants discussed three issues related to the effects of peers on delinquency: delinquent peer conversations, peer rejection, and unintended negative effects of grouping high-risk youth together for services or programs.

### **Personality factors among adolescents with mild-intellectual-disability in Nigeria**

Research findings support the existence of common factors that may cause both delinquency and poor functional school reading performance. These factors include intelligence and attention deficit hyperactivity disorder (Maguin and Loeber, 1996). In an online essay addressing students who question the need to learn to read, (Mackay, 2007) listed many valid reasons that functional reading is important; these include getting a license and driving a car, going on a trip, ordering food at a restaurant, buying something on time, getting a job, going to a doctor, and reading instructions on medicine bottles. Adults who cannot read have trouble living independently and successfully. Nationally, about 14% of adults have below basic literacy skills, unable to perform simple, daily tasks that may require reading (National Center for Education Statistics, 2013). While not specifically referring to students with intellectual difficulties, (Calkins and Tolan, 2010) noted that the demands of current technologies require all students to develop greater literacy skills than previously. (Marzano, Pickering and Pollock, 2001; Sanders and Horn, 1998; Sanders and Rivers, 1996 and Wright, Horn, Sanders, 1997) concluded from their meta-analytic and value added studies that teacher effectiveness is the most important factor in the growth of student achievement, not only in reading but in mathematics and other content areas as well. It is unfortunate that having an ineffective teacher for even one year has devastating consequences for years to come.

It has been recognized that children and adolescents with personality traits perform poorly on the verbal components of psychometric tests compared with their performance as a whole. Adolescents with severe personality traits, particularly those characterized by violent behaviours, tend to have a very low verbal intelligence quotient than those without any significant personality traits (INSERM, 2005). Further, poor verbal skills represent one of the

most important risk factors for delinquent behaviour in adulthood. The fact that this deficit persists over time from childhood through adulthood is probably evidence that language plays an important role in the development of disruptive behaviour patterns. (INSERM, 2005) further explains that three reasons could account for the functional importance of verbal deficit in the cognitive mechanisms that underlie personality traits. The first concerns the regulatory function of language in human behavioural control processes. It is now generally accepted that the steady improvement in self-control seen in the course of development is associated with parallel improvement in adolescent's capacities for understanding and verbal expression. The progressive internalization of language during development, in the form of an internal dialogue, allows the adolescent not only to plan and guide his/her behaviour more effectively but also, and more importantly, to acquire an understanding of what the adolescents should do and what he should not do according to aim and context before the action is executed.

Verbal deficits can inhibit the development of the child's or adolescent's ability to formulate symbolic and abstract representations, resulting in a lesser understanding of situations in which social understanding is called for. The idea of rules is also integrated into an individual's psychological functioning in the form of mental representations constructed around language-based concepts. Adequate language development is therefore essential in establishing desirable behaviour patterns, and this necessitates anticipation of the consequences of actions and referring to accepted norms of conduct in a given socio-cultural environment. (Alberto, Houschins and Flores, 2006) and yet only 1 in 5 students with intellectual disability reaches minimal literacy levels (Katims, 2001). The Federal Government's interest in the education of children with disability did not start till the early 70s when the then military head of state, Major General Yakubu Gowon, declared government's interest in special education (Uzor and Uzor, 2000). A major achievement of special education in Nigeria in the 20th century is the government's policy on the education of persons with special needs which is contained in the (National Policy on Education, NPE, 2004). Two of the aims and objectives of Special Education were clearly stated by the NPE as: "to give concrete meaning to the idea of equalizing educational opportunities for all children, their physical, sensory, mental, psychological or emotional disabilities notwithstanding" and "to provide adequate education for all children with special needs in order that they may fully contribute their own quota to the development of the nation."

Literatures reviewed reveal that conduct disorder is one of the numerous behavioural problems common among adolescents with mild intellectual disability. Studies on personality

factors which are school- based in Nigeria are still scanty; however, some scholars have carried out researches in this area among adolescents with mild intellectual disability and the typically developed. While the adjusted adolescent is able to demonstrate self-confidence and courage, a maladjusted adolescent manifests strong sense of inferiority or insecurity which he/she tries always to protect. In fact, adolescents who have strong feelings of inferiority in Nigeria are largely exposed to personality traits problems or maladjusted behaviours. It has also been observed in many families in Nigeria that aggressive behaviours in children are influenced by the parents' behaviour towards their children (Odebunmi, 1990 and Okorodudu, 1998). In many homes with antisocial adolescents, the parents do little to encourage desirable behaviour from the adolescents, often ignored and rendered ineffective. Nevertheless, more attention is given when the adolescent yells or manifest tantrum. Given that this maladaptive behaviour draws parent's attention, the adolescent learns to adapt accordingly. According to (Bakare, Vincent, Ebigbo and Orovwigho 2010), there are very few studies that had addressed the issues of behavioural problems among adolescents with intellectual disability in Nigeria and Sub -Sahara Africa (SSA). Notably, in a school- based study in Cape Town South–Africa, a high prevalence of 31% psychopathology was recorded among children with intellectual disability, (Molteno, Molteno, Finchilescu and Dawes, 2001). Citing (Bakare Vincent, Ebigbo and Orovwigho, 2010), to the best of our knowledge, there has been no study in Nigeria that examined personality behavioural problems among children with intellectual disability.

Oyundoyin and Ogunyebi (2014) affirms that the prevalence of behaviour disorder among pupils with intellectual disability has been a great cause of their inability to cope adequately and functionally well with the school works, which has posed a lot of concerns to those involved in their education and the provision of care to these sects of children. (Oyundoyin and Ogunyebi, 2014; Nwackukwu and Anyanwu, 1999 and citing Durojaye, 1972) opined that some of the personality problems common among primary school children include lying, stealing, and bullying while social maladjustment, habit formation, personal hygiene, academic work, moral and emotional deficits are common among secondary school students. Children and adolescents with personality traits problems whose symptoms are not treated early are more likely to fail at school and have difficulty holding a job later in life. Such adolescents are also likely to commit crime as young people and as adults.

### **2.3.7 Functional reading skills and extroversion among adolescent with mild-intellectual-disability**

In the big five theory of personality, extroversion is one of the five core traits believed to make up human personality. Extroversion is characterized by sociability, talkativeness, assertiveness and excitability. Individuals who are high in extroversion tend to seek out social stimulation and opportunities to engage with others. These individuals are often described as being full of life, energy and positivity. In group situations, extroverts are likely to talk often and assert themselves. Adolescents low in extroversion, are afraid of social situations, and prefer to spend more time alone and do not need as much social stimulation. Extroversion is often marked by a number of different sub-traits such as warmth, seeking novelty and excitement, gregariousness, assertive, cheerful, talkative, enjoys being at the center of attention, and action oriented (Fremont, Means and Means, 1970). (Health Report Weekly, 2008) reported that according to scientific literature, extraversion is characterized by an intense and sustained drive to achieve goals and an eagerness to compete. Individuals with this trait tend to have a persistent desire for external recognition and achievement and may be involved in various functions that bring about time restriction. Such personalities have the tendency to speed up mental and physical tasks with mental and physical alertness. When extraversion is extreme, traits such as respect for others privacy and self-reflection before acting may be under developed.

Extroversion is the state of being predominantly concerned with and obtaining gratification from what is outside the self. Extroverts tend to enjoy human interactions and take pleasure in activities that involves large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. An extroverted person is likely to enjoy time spent with people and find less reward in time spent alone. Such people tend to be energized when around other people, and are prone to boredom when alone (Helgoe, 2008).

### **2.3.8 Functional reading skills and introversion among adolescent with mild-intellectual-disability**

Adolescents with this trait renew their strength association with in-depth interests, reflective analysis, and preference for written responses. Weaknesses for learners with extreme introversion may include withdrawal, over protective of personal belongings and poor social interaction skills. Such individuals are easy going, calm, patient, hardly stressed and reflective (Myers, McCauley, Quenk and Hammer, 1998 and Chauhan, 2000.) According

to (Isaiah, 2012) individuals in this group have an inward focus and do not usually enjoy parties. Introverts process their emotions, thoughts and observations internally. This group of people can be social people, but reveal less about themselves than the extroverts do. Introverts are more private, and less public, need time to think before responding to a situation, they are generally not aggressive.

(Oladele, 1998) observed that the introverted personality often lives at a lower stress level they demonstrate the following characteristics:

- i) work steadily, enjoying achievements but may not become stressed when failed,
- ii) may be creative and enjoy exploring new ideas and concepts,
- iii) are often reflective, thinking about the outer and inner worlds.

When confronted with problems, extroverts are more likely to blame others or look at the environment for explanations whereas introverts are more likely to first become introspective (Myers et al., 1998). Adolescents diagnosed with this nature often display problem behaviours in an externalizing rather than internalized manner. Such adolescents exhibit many of the weaknesses associated with strong extroversion (Oakland, Glutting and Horton, 1996).

### **2.3.9 Functional reading skills and neuroticism among adolescent with mild-intellectual-disability**

The adolescent with a tendency towards neuroticism is more worried, temperamental and prone to sadness (Howard and Howard, 1998). It is linked to anger, anxiousness, insecurity and depression (Crae and John, 1992). It is sometimes called emotional instability and atimes referred to as emotional stability. In a study by (Noris, Larsen and Cacioppo, 2007) quoted (Eysenck, 1967) theory of personality stated that neuroticism is interlinked with low tolerance for stress or aversive stimuli. (Fiske, Gilbert and Lindzey, 2009) discovered that neurotic is similar but not identical but not identical to being neurotic in the Freudian sense. (Noris, 2007) suggested that extroversion and neuroticism are negatively correlated.

## **2.4 Appraisal of literature**

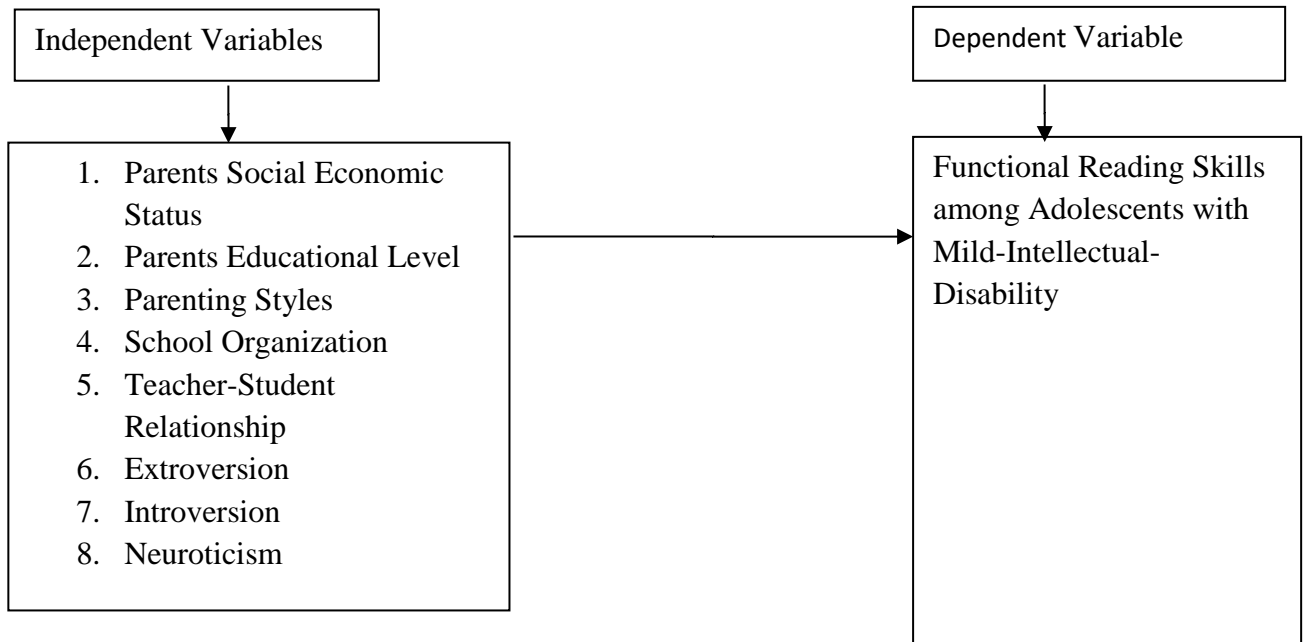
Adolescents with special needs are vulnerable to neglect, abandonment, and mistreatment. They are excluded from general education; there are a number of reasons that can explain this trend. First, the societal perception towards individuals with disabilities. Second, highly competitive examination oriented system. Third, large class-size. Fourth, in accessible school facilities. Fifth, lack of trained personnel in special needs education. Sixth,

limited research in special needs education and inadequate financial resources to support programs in special needs education. A poor foundation or beginning for the adolescents with mild-intellectual-disability can lead to frustration, avoidance, and a negative attitude towards school literacy, while on the other hand, early positive foundation often leads to success and a positive attitude towards functional reading skills in schools and the society. In this chapter, related theoretical and empirical literatures on general concepts of adolescents with mild-intellectual-disability, factors responsible for functional reading skills, socio-economic status, educational level of parents/care-givers, teacher-student relationship, parenting style, extroversion, introversion, neuroticism, theory of behaviourism, problem-behaviour theory, and social learning theory were appraised respectively.

The literature revealed that there are a number of factors which can be classified under social factors such as, home, school and personality factors that serve as predictors of functional reading skills among adolescents with mild-intellectual-disability. Meanwhile there seems to be empirical evidence on the relationship between social factors (parenting style, parental socio-economic status, parent's educational level, school organization and teacher-student relationship) and personality factors (extroversion, introversion and neuroticism) among adolescents with mild-intellectual-disability.

This study therefore, investigated social-economic and personality factors as predictors of functional reading skills among adolescents with mild-intellectual-disability in public special schools in Southwestern Nigeria.

### Conceptual framework determining functional reading skills--REPAIR



The above conceptual model explains the process by which the study was carried out. The eight independent variables; Socio-economic factors (Parents Socio-economic status, Parents educational level, Parenting styles, School organization, Teacher-Student relationship) and Personality factors; (Extroversion, Introversion and Neuroticism) that cannot be manipulated, are expressed at eight levels. The stimulus is the independent variables. The dependent variable is the outcome of the study which is indicated as functional reading skills.



## **CHAPTER THREE**

### **METHODOLOGY**

This chapter focused on methodology. It described research design, population, sample and sampling techniques, instruments, description of the instruments, procedure for data collection, and method of data analysis.

#### **3.1 Research design**

The research design adopted in this study was the descriptive research design of the correlational type. This type of research design was used in the study in order to investigate the relationship between variables of interest in the study. The researcher did not manipulate any variables in the study.

#### **3.2 Population**

The respondents of this study consisted of all adolescents with mild-intellectual-disability who are deficient in functional reading and are receiving instructions in different schools in Southwestern states, Nigeria. Adolescents between ages twelve to twenty-one years were included in the study because at this stage, the adolescents are ripe enough to be able read and express themselves using Basic English words in order to communicate with their parents, peers, caregivers and teachers.

#### **3.3 Sample and sampling techniques**

The sample consisted of 200 adolescents with mild intellectual disability from twenty-one (21) public special schools which were purposively selected, considering Senatorial areas. Respondents were drawn from Lagos, Ekiti, Ogun, Oyo, Osun and Ondo States which constitutes the Southwestern states, Nigeria.

The respondents selected for the study were subjected to screening exercise using Slosson's Intelligence Test, in order to determine those whose intelligent quotient falls within 52-68 on the normal intelligence curve chart that indicates mild intellectual disability. This is informed by the unique characteristic that differentiates the adolescents with mild-intellectual-disability with other category of adolescents within the school system. Only adolescents with mild-intellectual-disability were purposively selected for this study.

### 3.4 Inclusion criteria of respondents

The following are the criteria that were used in selecting the respondents for the study:

1. The respondents are adolescents with mild-intellectual-disability as identified by Slossan's Intelligence test.
2. The respondents manifested significant limitation in functional reading
3. The respondents are receiving instructions from their different schools.
4. The age ranges of the respondents were within 12 – 21 years.
5. Respondents' parents and caregivers gave their consent for the study to be carried out.

### 3.5 Population/ sample distribution according to schools

#### EKITI STATE

S/N	Name of School	LGEA	NO OF RESPONDENTS
1	School for the Mentally And Physically Challenged, Ido-Osi	Ido-Ekiti	10

#### LAGOS STATE

S/N	NAME OF SCHOOL	LGEA	NO OF RESPONDENTS
2	Central Primary School, Oshodi	Oshodi Isolo	10
3	Maryland Primary School, Maryland, Ikeja	Kosofe	8
4	All Saints Primary School, Ifako	Ifako Ijaye	7
5	Local Government Primary School, Igando	Alimosho	11
6	Ojuwoye Community Primary School, Mushin	Mushin	5
7	Community Primary school, Ajangbadi	Ojo	6
8	Modupe Cole Memorial Childcare And Treatment Home/School, Akoka	Mainland	10
9	Ereko Methodist Primary School	Lagos Island	10

**OGUN STATE**

<b>S/N</b>	<b>School Name</b>	<b>LGEA</b>	<b>NO OF RESPONDENTS</b>
10	School for Children with Special Needs, Adigbe, Abeokuta	Obafemi Owode	6
11	School for Children with Special Needs, Ijebu Ode	Ijebu Ode	9
12	School for Children with Special Needs, Sagamu	Isagamu	8

**ONDO STATE**

<b>S/N</b>	<b>Name Of School</b>	<b>LGEA</b>	<b>NO OF RESPONDENTS</b>
13	Ondo State School For Intellectually Challenged, Oke-Igbo	Ile Oluji/Oke Igbo	9

**OSUN STATE**

<b>S/N</b>	<b>Name Of School</b>	<b>LGEA</b>	<b>NO OF RESPONDENTS</b>
14	Primary School for the Handicapped, Osogbo	Osogbo	10
15	Primary School for the Handicapped, Enu Odi Ilesha	Ilesha West	9
16	Primary School for the Handicapped, Iragbiji, Ikirun.	Ifelodun	8

## OYO STATE

S/N	NAME OF SCHOOL	LGEA	NO OF RESPONDENTS
17	Cheshire Basic School, (Residential), Ijokodo	Ibadan North	19
18	Basic Special School, Oke-Bola, Ibadan	Ibadan South-West	7
19	Oyo School For The Handicapped, Oyo (Residential)	Oyo East	12
20	School For Handicapped, H.L.A. Compound, Agodi Gate Ibadan	Ibadan North-East	16
21	School for the Handicapped, Ogbomoso	Ogbomoso North	10

### 3.6 Instruments

The following instruments were used for data collection in this study:

- (i) Slosson's Intelligence Test (SIT)—Screening Test
- (ii) Personality Inventory for Children (PIC) (Extroversion)
- (iii) McCroskey Introversion Scale for Children (MISC)
- (iv) Neuroticism scale for children (NSC)
- (v) Home Observation for Measurement of the Environment (HOME)
- (vi) Parenting Styles Observation Rating Scale (PSORS)
- (vii) Parental Socio-economic Status Scale (PSSS)
- (viii) School Environment Scale (SES)
- (ix) Reading Skill Test (RST)

#### 3.6.1 Slosson's intelligence test (SIT)-screening test

Slosson's Intelligence Test was constructed by Slosson in 1961; it was also validated in year 1981 and 2006. It is a screening instrument for children, adolescent and adult alike as a measure of their ability and a test of general intelligence, SIT is a standardized scale and one of the flexible instruments adapted for African children. It was also adapted for the purpose of this study, as some words and items in the instrument will be changed to fit in to the culture of the pupils and suit the purpose of this study. The scale was used by (Oyundoyin, 2004) and it was found useful and suitable. It was revalidated by (Adediran, 2011). Slosson's Intelligence test took a period of 20 - 25 minutes to administer and to score

after a little bit of special training on the usage. Slosson used the revised edition of Stanford - Binet (SB) Intelligence Test in building the test and in establishing its validity. Its sample was 701 persons between the ages of 4 and 18 years.

The adolescents' were screened with Slosson's Intelligent Test in order to ascertain their degree of intellectual disability (mild, moderate, severe, or profound Intellectual Disability). It will also be helpful in determining their IQ and at the same time screen out pupils with multiple handicapping conditions. The reliability coefficient were calculated differently for each age level and ranged from .90 to .98. SIT was concluded to be correlated with its criterion. The inventory was revalidated by experts in the field of special education and a coefficient reliability of 0.82 was obtained.

### **3.6.2 Personality inventory for children**

The Personality Inventory for Children is an objective, multidimensional test of children and adolescents' emotional and cognitive status. The test consists of 60 items, out of which 12 on extraversion were selected and used in this study. The inventory was classified into five domains namely: agreeableness, openness to experience, consciousness, extroversion and neuroticism. The inventory was designed by (Robert, David, James, Philips and Williams, 2001). PIC was designed for children between five and nineteen years to test psychological impairment, family dysfunction and psychological discomfort. The test was administered on 2, 306 children from urban and suburban schools in 12 states within varied socioeconomic status and ethnic groups. The scale was found to be psychometrically reliable and widely used. The Cronbach alpha of the inventory scales across all cultures were 0.70, 0.76, 0.78, 0.77 and 0.79 for agreeableness, openness to experience, consciousness, extroversion and neuroticism respectively. The instrument was previously used by (Boyd, 2013) who investigated personality and personality disorder of adults with intellectual disability. The researcher reported that the interclass coefficient range was 0.72-0.98. The instrument was revalidated by experts in the field of special education and a coefficient reliability of 0.72 was obtained.

### **3.6.3 McCroskey introversion scale**

McCroskey Introversion Scale was developed by (McCroskey, 1970) to be distinct from measures of communication apprehension. The items consist of 12 items that was answered on a 4-point scale of "strongly agreed to strongly disagree". The correlation of this

instrument using Cronbach alpha is 0.80. The instrument was also revalidated by experts in the field of special education and a coefficient reliability of 0.84 was obtained.

#### **3.6.4 Neuroticism inventory for children (NIC)**

This scale was a self-designed instrument. The scale was designed to examine the relationship between personality trait (neuroticism) of adolescents with mild-intellectual-disability and functional reading skills. It consists of 15 items that was answered on a 4-point scale of “strongly agreed to strongly disagree”. The inventory was revalidated by experts in the field of special education. It was pilot-tested on 10 adolescents with mild-intellectual-disability using Cronbach alpha co-efficient. The result showed an internal consistency of 0.75 reliability coefficient. The coefficient indicated acceptable degree of internal consistency; this showed that the inventory is reliable for this study.

#### **3.6.5 Home observation for measurement of the environment (HOME)**

This scale was developed by Caldwell and Bradley (1984), it was constructed to assess the levels of emotional support and cognitive stimulation to which children are exposed to, in their home environments, through planned events, and within family surroundings. The purpose of the HOME scale is to measure, in a naturalistic manner, the quality and quantity of stimulation and support available to a child in his or her home environment. The authors have described it as “a brief instrument designed to distinguish environments that pose a risk for developmental problems from environments which offer basically adequate support for development” (Bradley, Corwyn, & Whiteside-Mansell, 1996). Over the last 30 years, the HOME scale has been widely used for the assessment of children’s home environments in the investigation of the relationship between the quality of the home environment and a wide variety of child development outcomes. The responses were anchored based on a “Yes or No” basis. The inventory was revalidated by experts in the field of special education. It was pilot-tested on 10 parents / adolescents with mild-intellectual-disability using Cronbach alpha co-efficient. The result showed an internal consistency of 0.75. The coefficient indicated acceptable degree of internal consistency; this showed that the inventory is reliable for this study.

#### **3.6.6 Parental social-economic status (SES)**

The Social-Economic Scale SES was developed by Salami in 2000. The scale was designed to measure the parent’s educational level, parent’s occupation, residence, types of

facilities in the home and social status of parents of the respondents. The scale requested for personal data of the respondents. The scoring pattern for the scale is as follow;

Parents occupation	1-10 points
Educational level	1-14 points
Parents Residence	1-6 points
Type of house	1-4 points
Equipment in the house	1-26 points

The maximum point is 60 and it is further divided into 3 parts:

0-15 points - Low socio-economic status

16-40 points- Middle socio-economic status

41-60 points – High socio-economic status

The test-retest reliability of 0.73 was obtained. The scale was validated by (Salami, 2004 and Adekanmi, 2010). The inventory was revalidated by experts in the field of special education. The instrument revalidation yielded a coefficient reliability of 0.75, an indication that the instrument is valid and reliable.

### **3.6.7 School environment scale (SES)**

The School Environment Scale (SES) was self-designed. The scale was designed to examine the relationship between school environments of adolescents with mild-intellectual-disability. This instrument was therefore employed in the study to measure how school organization and teacher – student relationship positively contributed to functional reading skills.

The instrument consisted of 15 items on the school environment scale. The instrument is structured on a 4-point scale; Strongly Agree (SA), Agree (A), Disagree (D) Strongly Disagree (SD).

The scoring pattern of the instrument ranges from 1-4 points, Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2 and Strongly Disagree (SD) =1. The inventory was revalidated by experts in the field of special education. It was pilot-tested on 10 adolescents with mild intellectual disability. The data collected were subjected to statistical analysis using Cronbach alpha, which yielded 0.85 reliability coefficients. The high coefficient indicated acceptable degree of internal consistency. This showed that the instrument is reliable.

### **3.6.8 Reading skill test**

The scale was self-designed by the researcher to investigate the relationship between the act of functional reading and eventual performance among adolescents with mild-intellectual-disability. The scale was divided into four sections, A to D. Section A, contained personal data of the adolescent, while section B-D, contained the exercises, recognition of words, side by side with its corresponding pictures. This was done to aid identification, the adolescent was read to and he was asked to choose the correct answer to the question, using the picture for easy identification. The modified structure was subjected to the scoring pattern of two (2marks) each for each question, ten (10) questions were asked in each section from B-D, this amounted to 30 questions, which when collated, amounts to 60 marks in all.

The inventory was revalidated by experts in the field of special education. It was pilot-tested on 10 adolescents with mild intellectual disability using Kuder-Richardson formular-20 (KR-20). The result showed an internal consistency of 0.70 reliability coefficient. The coefficient indicated acceptable degree of internal consistency; this showed that the inventory was reliable for this study.

### **3.7 Procedure for data collection**

Data were collected over a period of six weeks. This study was conducted in twenty one selected schools in the southwestern states, the states were; Oyo, Ogun, Osun, Lagos, Ekiti and Ondo. The researcher obtained a letter of introduction from the Department of Special Education, University of Ibadan, to the heads of all the selected school introducing the researcher. The researcher met with each of the heads of the selected school, explaining what the research work was all about, further explaining all that will be needed for a thorough job and appealing for cooperation of both staff and students. After explaining to the head of the school, the teachers, parents and respondents were also duly briefed. The researcher informed all the individuals of their right to be involved or opt out of the study. The researcher selected willing individuals who have basic knowledge in the area of special education. The researcher explained what the research work was about, what to look out for in administering of the instruments, how to collate the filled materials, all these were explained to all the research assistants. Afterwards, the respondents were screened for mild-intellectual-disability assisted by the twelve (12) research assistants using Slossons Intelligence Test.

After the respondents were screened and selected, the scales were administered on behalf of the respondents by their teachers and also with the help of the trained research



assistants, after which the questionnaires were retrieved from the respondents and taken for analyses.

### **3.8 Methods of data analysis**

The data were analyzed using Pearson's Product Moment Correlation (PPMC) to determine the statistical significance the hypotheses. Multiple Regression Analysis (MRA), was used to find out the combined and relative contributions of the independent variables on the dependent variable (functional reading skills), tested at 0.05 level of significance.

## CHAPTER FOUR

### RESULTS

This chapter presents the results from the nine hypotheses and three research questions tested for in this study. For each of the hypotheses tested, the statistical tests of significance selected and applied to the data are stated and a statement confirming the acceptance, rejection and interpretation is also stated.

#### 4.1 Demographic characteristic of the respondents

**Table 4.1.1: Name of school**

<b>Name of School</b>	<b>Frequency</b>	<b>Percentage</b>
Oluyole Cheshire Home Basic School (Ijokodo)	19	9.5
Basic Special School, Oke Bola Ibadan	7	3.5
Oyo School for the handicapped, Oyo	12	6.0
School for the handicapped H.L.A Compound , Agodi	16	8.0
School for the handicapped, Ogbomosho	10	5.0
Ondo State School for the Intellectually challenged, Oke Igbo	9	4.5
Central Primary School, Oshodi	10	5.0
Maryland Primary School, Ikeja	8	4.0
All Saint Primary School, Ifako-Agege	7	3.5
Local Government Primary School, Igando	11	5.5
Ojuwoye Community Primary School, Mushin	5	2.5
Community Primary School, Ajangbadi	6	3.0
Modupe Cole Memorial Childcare and Treatment	10	5.0
Ereko Methodist Primary School, Lagos	10	5.0
Primary School for the handicapped, Osogbo	10	5.0
Primary School for the handicapped, Enu Odi Ilesha	9	4.5
Primary School for the handicapped, Iragbiji Ikirun	8	4.0
School for the mentally and physically challenged, Ido Osi	10	5.0
School for the children with Special Needs, Adigbe Abeokuta	6	3.0
School for the Children with Special Needs, Ijebu Ode	9	4.5
School for the Children with Special Needs, Sagamu	8	4.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

The data in table 4.1.1 revealed distribution of names of schools for special children. Frequency 19 representing 9.5%, indicated Olukyole Cheshire Home Basic School Ijokodo. 7 of them or 3.5% indicated Basic Special School, Oke Bola Ibadan. While those that indicate Oyo School for the Handicapped Oyo was 6.0%, those that indicated School for the handicapped H.L.A Compound, Agodi Ibadan was 8.0% of the total respondents. Respondents from School /.for the handicapped Ogbomosho was 5.0% of the total

respondents. Ondo State School for the Intellectually challenged, Oke Igbo was 4.5% and Central Primary School, Oshodi was 5.0%. Maryland Primary School, Ikeja Lagos was 4.0%, while All Saints Primary School, Ifako Agege was 3.5%. Local Government Primary School, Igando was 5.5%, while Ojuwoye Community Primary School, Mushin was 2.5% of the total respondents. Community Primary School, Ajangbadi was 3.0% and Modupe Cole Memorial Childcare and Treatment Home/School, Akoka was 5.0%. Ereko Methodist Primary School, Lagos was 5.0%, while Primary School for the handicapped, Osogbo was 5.0%. Primary School for the handicapped, Enu-Odi, Ilesha was 4.5% and Primary School for the handicapped, Iragbiji, Ikirun was 4.0% respectively. School for the mentally and physically challenged, Ido Osi was 5.0% and School for the children with Special Needs, Adigbe, Abeokuta was 3.0%. School for children with special needs, Ijebu Ode was 4.5% and School for the Children with Special Needs, Sagamu was 4.0% respectively. This implies those majorities indicated were basically from Oluyole Cheshire Home Basic School Ijokodo and found to be densely populated.

**Table 4.1.2 Gender distribution of respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	85	42.5
Female	115	57.5
<b>Total</b>	<b>200</b>	<b>100.0%</b>

Table 4.1.2 revealed distribution of gender. There were 42.5% male respondents, while female were 57.5% of the total respondents. It implied that females have highest percentage of the total respondents than the males.

**Table 4.1.3: Age of respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
12 to 16years	94	47.0
17 to 21years	106	53.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Table 4.1.3, showed frequency distribution according to age with percentage of age range of 12 to 16years as 47.0%, while age range of 17 to 21years were 53.0% of the total

respondents. This implied that respondents with age range of 17 to 21 years have higher percentage.

**Table 4.1.4: Local government area**

<b>LGA</b>	<b>Frequency</b>	<b>Percentage</b>
Ibadan North	19	9.5
Ibadan South-West	7	3.5
Oyo East	12	6.0
Ibadan North-East	16	8.0
Ogbomoso North	10	5.0
Ile-Oluji Oke Igbo	9	4.5
Oshodi	10	5.0
Ikeja	8	4.0
Ifako	7	3.5
Igando	11	5.5
Mushin	5	2.5
Ajangbadi	6	3.0
Akoka	20	10.0
Osogbo	10	5.0
Ilesha	9	4.5
Ifelodun/Iragbiji	8	4.0
Ido Osi	10	5.0
Adigbe Abeokuta	6	3.0
Ijebu Ode	9	4.5
Sagamu	8	4.0
<b>Total</b>	<b>200</b>	<b>100.0%</b>

Table 4.1.4 revealed distribution of the local government area of the respondents. There are 9.5% from Ibadan North Local Government Area, while Ibadan South-West was 3.5% of the total respondents. Oyo East was 6.0%, Ibadan North-East 8.0%, while Ogbomoso North was 5.0%. Ile Oluji/Oke Igbo was 4.5%, Oshodi 5.0%, while Ikeja was 4.0%. Ifako 3.5%, Igando 5.5%, Mushin 2.5% while Ajangbadi was 3.0%. Akoka 10.0%, Osogbo 5.0%, Ilesha 4.5%, Ifelodun Iragbiji 4.0%, while Ido Osi was 5.0%. Adigbe Abeokuta was 3.0%, Ijebu Ode 4.5% and Sagamu was 4.0% of the total respondents. This implied that majority of

the respondents were from Akoka Local Government Area, Lagos State, which is densely populated.

**Table 4.1.5: Southwestern states**

<b>State</b>	<b>Frequency</b>	<b>Percentage</b>
Oyo State	64	32.0
Ondo State	9	4.5
Lagos State	67	33.5
Osun State	27	13.5
Ekiti State	10	5.0
Ogun State	23	11.5
<b>Total</b>	<b>200</b>	<b>100.0%</b>

Table 4.1.5 revealed distribution of the State of respondents. There were 32.0% from Oyo State, Ondo State was 4.5% of the total respondents. Lagos State was 33.5%, Osun State was 13.5%. Ekiti State was 5.0% of the total respondents while Ogun State was 11.5% of the total respondents. It implied that majority of the respondents reside in Lagos State.

#### **4.2 Answering research questions**

**Research question one:** What is the relationship between the independent variables (parent’s socio-economic status, parental educational level, parenting styles, school organization, teacher-student relationship, extroversion, introversion and neuroticism) on the functional reading skills of adolescents with mild-intellectual-disability?

**Table 4.2.1:** Correlation matrix between (home environment, school environment, parent’s socio economic status, parent’s educational level, parenting styles, teacher-student relationship, extroversion, introversion and neuroticism) on functional reading skills among adolescents with mild-intellectual-disability?

Variables	X	S.D	1	2	3	4	5	6	7	8	9
Functional reading skills	33.37	6.741	1.000								
Home environment	22.68	3.376	.175**	1.000							
School environment	22.61	3.367	.189**	.995**	1.000						
Socio-economic status	6.66	3.977	-.136	-.112	-.114	1.000					
Parents educational level	4.97	1.800	-.108	-.242**	-.244**	.038	1.000				
Parenting styles	22.70	3.373	.186**	.991**	.994**	-.112	-.257**	1.000			
Teacher-students relationship	16.66	1.471	.213**	.255**	.247**	.205**	.016	.254**	1.00		
Extroversion	30.61	4.446	.026	.198**	.196**	.194**	-.011	.199**	.184**	1.00	
Introversion	31.27	3.350	-.084	.178**	.169**	.024	-.074	.175*	.415**	.361**	1.00
Neuroticism	36.13	3.632	-.017	-.280**	-.266**	-.027	.173*	-.280**	-.140*	-.225**	-.176*

\* **Correlation Significance at 0.05 levels.**

Table 4.2.1 revealed that there was significant relationship between home environment, school environment, parenting styles and teacher-students relationship, while parent’s socio-economic status, parents educational level, extroversion, introversion and neuroticism were not significant to functional reading skills of adolescent with mild-intellectual-disability. That is, functional reading skills has correlated with Home environment ( $r=0.175$ ,  $p<0.05$ ), School environment ( $r= .189$ ,  $p<0.05$ ), Parenting styles ( $r= .186$ ,  $p<0.05$ ), and Teacher-students relationship ( $r= .213$ ,  $p<0.05$ ), while functional reading skills does not correlate with Parent’s socio-economic status ( $r= -.136$ ,  $p>0.05$ ), Parents educational level ( $r= -.108$ ,  $p>0.05$ ), Extroversion ( $r= .026$ ,  $P>0.05$ ), Introversion ( $r= -.084$ ,  $p>0.05$ ) and Neuroticism ( $r= -.017$ ,  $p>0.05$ ).

**Research question two:** What is the composite contribution of the independent variables (home environment, school environment, parent’s socio economics status, parent’s educational level, parenting styles, teacher-students relationship, extroversion, introversion and neuroticism) on functional reading skills of adolescents with mild-intellectual-disability.

**Table 4.2.2: Summary of Regression Analysis of the combined prediction of (home environment, school environment, parent’s socio economic status, parent’s educational level, parenting styles, teacher-students relationship, extroversion, introversion and neuroticism) on functional reading skills of adolescents with mild-intellectual-disability**

.R	R Square	Adjusted R Square	Std. Error of the Estimate
0.356	0.127	0.086	6.446

**REGRESSION ANOVA**

	Sum of Squares	df.	Mean Square	F	P	Remark
Regression	1147.640	9	127.516	3.069	.002	Sig.
Residual	7894.715	190	41.551			
Total	9042.355	199				

Table 4.2.2 showed a coefficient of multiple correlations (R) of 0.356 and a multiple R square of 0.127. This meant that 8.6% (Adj. R<sup>2</sup>=0.086) of the variance in the functional reading skills is accounted for by the independent variables, when taken together. It also showed there was a significant composite contribution of the independent variables (home environment, school environment, and socio-economic status, parent’s educational level, parenting styles, teacher-students relationship, extroversion, introversion and neuroticism) and functional reading skills. The table also showed a joint contribution where F (9, 190) = 3.069; p< 0.002 was obtained.

**Research question three:** What is the relative contribution of each of the independent variables (home environment, school environment, parent’s socio economics status, parent’s educational level, parenting styles, teacher-student relationship, extroversion, introversion and neuroticism) on functional reading skills of adolescent with mild-intellectual-disability?

**Table 4.2.3: Relative contribution of the independent variables to the dependent variables (Test of significance of the regression coefficients)**

Variable	Unstandardized Coefficients		Standardized Coefficients			
	(B)	Std. Error	Beta	t	Sig.	Remark
Constant	42.271	9.015	-	4.689	.000	-
Home environment	2.134	1.363	1.068	1.565	.012	Sig
School environment	2.296	1.733	1.147	1.325	.019	Sig.
Socio-economic status	-.114	.123	-.067	-.930	.354	Not Sig
Parent's educational level	-.174	.269	-.046	-.648	.518	Not Sig
Parenting styles	.287	1.336	.144	2.215	.030	Sig
Teacher-student relationship	1.104	.363	.241	3.041	.003	Sig
Extroversion	.083	.116	.055	.721	.472	Not Sig
Introversion	-.065	.161	-.032	-.404	.687	Not Sig
Neuroticism	.015	.137	.008	.113	.910	Not Sig

Table 4.2.3 revealed that home environment, school environment, parenting styles, teacher-student relationship, have relationship with functional reading skills. Using the standardized regression coefficient to determine the relative contribution of the independent variables. Teacher-student relationship ( $\beta = 0.241$ ,  $t=3.041$ ,  $p < 0.05$ ), Home environment ( $\beta = 1.068$ ,  $t= 1.565$ ,  $p < 0.05$ ), School environment ( $\beta = 1.147$ ,  $t= 1.325$ ,  $p < 0.05$ ) and parenting styles ( $\beta = 0.144$ ,  $t= 2.215$ ,  $p < 0.05$ ), contributed more to the prediction, while socio-economic status ( $\beta = -0.067$ ,  $t= -0.930$ ,  $p > 0.05$ ), parent's educational level ( $\beta = -0.046$ ,  $t= -0.648$ ,  $p > 0.05$ ), extroversion ( $\beta = 0.055$ ,  $t= .721$ ,  $p > 0.05$ ), introversion ( $\beta = -0.032$ ,  $t= -0.404$ ,  $p > 0.05$ ) and neuroticism ( $\beta = 0.008$ ,  $t= .113$ ,  $p > 0.05$ ), do not contribute. It implied that there is a relative contribution of each of the independent variables (teacher-students relationship, home environment, school environment and parenting styles,) on functional reading skills of adolescents with mild-intellectual-disability.

**RQ1: The composite contribution of the independent variables on the dependent variable**

Research Question 1 examined the composite contribution of independent variables (home environment, school environment, parent's socio-economics status, parent's educational level, parenting styles, teacher-student relationship, extroversion, introversion



and neuroticism) on the functional reading skills of adolescent's with mild-intellectual-disability. The findings revealed that, there was a significant composite contribution of the independent variables (home environment, school environment, and parent's socio-economic status, parent's educational level, parenting styles, teacher-student relationship, extroversion, introversion and neuroticism) on functional reading skills.

The reason for this could be that if all the independent variables are positively reinforced; functional reading skills of adolescents with mild-intellectual-disability would be enhanced. The result supported the findings (Gresham, Sugai, and Homer, 2001) who commented that lack of social skills are the key criteria in defining the many high-incidence disability that hinder students' excellent academic performance and progress such as specific learning disability, attention deficit/hyperactivity disorder (ADHD), intellectual disability and emotional disturbance. It is therefore, necessary to assist adolescents learn the appropriate social skills in order to reduce the effect of these disability on their entire life success and achievements. (Bremer and Smith, 2004) indicated that, socio-economic status of parents' of adolescents with mild intellectual disability affects their acquisition of necessary social and intellectual skills. Parents' socio-economic status influences or stimulates the adolescent to either display some antisocial behaviour or desist from them.

The home climates such as the size of the family, relationship between siblings and parent-adolescent relationship have a way of affecting adolescent's development of social skills. The socio-economic status of the adolescent with mild-intellectual-disability can be determined through their parents' occupation, parent's educational level, residence and types of gadget in the home. The social-economic status of parents of adolescent's with mild-intellectual-disability could have negative influence on the social behaviour of these adolescent's in school, home and the community at large. Adolescent's from homes where the socio-economic status of the parents are high are likely to be socially competent than their counterparts from homes where the socio-economic status of parents are low, where parents are struggling to make ends meet. He reiterated that although there is need for specific academic skills like math's, literacy, and independent living of persons with intellectual disability, but the absence of adequate social skills will not assure successful outcomes of any other acquired skills.

**RQ2: The relative contribution of each of the independent variables on the dependent variable**

The research question examined the relative contribution of each of the independent variables (home environment, school environment, parent's socio-economic status, parental educational level, parenting styles, teacher-students relationship, extroversion, introversion and neuroticism) on the functional reading skills of adolescents with mild-intellectual-disability. The findings identified that, there is a relative contribution of each of these independent variables, home environment, school environment, parenting styles, teacher-students relationship) on functional reading skills. The result supports the findings of (Entwisle, Alexander and Olson, 1997), who indicated that high-socioeconomic status of parents seem to be much more able to provide depth and an extra dimension to their children's education, which helps to sustain their level of learning over the summer months. According to (Maguin and Loeber, 1996) meta-analysis of intervention programs, the consensus of studies found low intelligence and attention problems to be common causes of both delinquency and poor academic performance. Adolescents and family risk factors, peer group influence, socio-economic status, low school motivation, and early conduct problems were also causes of school failure and delinquency and, in combination, increased the risk of both. Slow development of functional reading skills may affect more than just one academic subject but may also delay language acquisition, general knowledge, vocabulary, and even social acceptance.

The development of literacy skills in elementary school can also have long-term effects. Thus, successful early readers usually succeed academically while those who fail to learn to read in elementary school frequently have lifelong difficulties in learning new information. According to (Matthew, 2013), students' social and emotional needs are present throughout the day and the year, regardless of the subject area. What influence does a caring, supportive school environment have on the course of students' academic success—their academic attitudes, motivation, engagement, and goal setting; their staying in school and graduating; their grades and test scores? Poor functional reading skills is certainly a concern in its own right and should be the focus of most current school improvement efforts for adolescents with MID. Poor performance is also a concern because it is a predictor of problem behaviours in late elementary school (Hawkins, Lishner, Catalano and Howard, 1986).

### 4.3 Hypotheses

**Hypothesis 1:-** There is no significant relationship between home environment and functional reading skills of adolescents with mild-intellectual-disability.

**Table 4.3.1: Pearson’s product moment correlation between home environment and functional reading skills of adolescents with mild-intellectual-disability.**

Variables	$\bar{X}$	S.D	N	r	P	Remark
Functional reading skills	33.37	6.741	200	.175*	0.013	Significant
Home environment	22.68	3.376				

Correlation Significant at \* $p < 0.05$  level.

Table 4.3.1 showed that, there is significant relationship between home environment and functional reading skills of adolescents. Functional reading skills has positive correlation with home environment ( $r=0.175$ ,  $P < 0.05$ ), since P is lesser than 0.05 level of significance. There is a significant relationship between home environment and functional reading skills of adolescents with mild-intellectual-disability.

**Hypothesis 2:-** There is no significant relationship between school environment and functional reading skills of adolescents with mild-intellectual-disability.

**Table 4.3.2: Pearson’s product moment correlation between school environment and functional reading skills of adolescents with mild-intellectual-disability.**

Variables	$\bar{X}$	S.D	N	r	P	Remark
Functional reading skills	33.37	6.741	200	.189**	0.007	Significant
School environment	22.61	3.367				

Correlation Significant at \* $P < 0.05$  level.

The above table 4.3.2 showed that, there is significant relationship between school environment and functional reading skills of adolescents with mild-intellectual disability. That is, functional reading skills has positive correlation with school environment ( $r=0.189$ ,  $P < 0.05$ ), since P is lesser than 0.05 level of significance. There is a significant relationship between school environment and functional reading skills of adolescents with mild-intellectual-disability.

**Hypothesis 3:-** There is no significant relationship between socio-economic status and functional reading skills of adolescents with mild-intellectual-disability.

**Table 4.3.3: Pearson’s product moment correlation between socio-economic status and functional reading skills of adolescents with mild-intellectual-disability**

Variables	$\bar{X}$	S.D	N	r	P	Remark
Functional Reading Skills	33.37	6.741	200	-.136	0.055	Not Significant
Socio-economic status	6.66	3.977				

**Correlation Significance at  $p < 0.05$  level.**

Table 4.3.3 showed that, there is no significant relationship between parent’s socio-economic status and functional reading skills of adolescents with mild-intellectual-disability. That is, functional reading skills has no correlation with socio-economic status ( $r = -0.136$ ,  $p > 0.05$ ), since  $p$  is greater than 0.05 level of significance. There is no significant relationship between socio-economic status and functional reading skills of adolescents with mild-intellectual-disability.

**Hypothesis 4:-** There is no significant relationship between parent’s educational level and functional reading skills of adolescents with mild-intellectual-disability.

**Table 4.3.4: Pearson’s product moment correlation between parent’s educational level and functional reading skills of adolescents with mild-intellectual-disability**

Variables	$\bar{X}$	S.D	N	r	P	Remark
Functional Reading skills	33.37	6.741	200	-.108	0.128	Not Significant
Parent’s Educational level	4.97	1.800				

**Correlation Significant at  $p < 0.05$  level.**

Table 4.3.4 showed that, there is no significant relationship between parent’s education level and functional reading skills of adolescents with mild-intellectual-disability. That is functional reading skills has no correlation with parent’s educational level ( $r = -0.108$ ,  $p > 0.05$ ), since  $p$  is greater than 0.05 level of significance. This implied that there is no

significant relationship between parent’s educational level and functional reading skills of adolescents with mild-intellectual-disability.

**Hypothesis 5:-** There is no significant relationship between parenting styles and functional reading skills of adolescents with mild-intellectual-disability.

**Table 4.3.5: Pearson’s product moment correlation between parenting styles and functional reading skills of adolescents with mild-intellectual-disability**

Variables	$\bar{X}$	S.D	N	r	P	Remark
Functional Reading skills	33.37	6.741	200	.186**	0.008	Significant
Parenting styles	22.70	3.373				

**Correlation Significant at \*p<0.05 level.**

Table 4.3.5 showed that, there is significant relationship between parenting styles and functional reading skills of adolescents with mild-intellectual-disability. Functional reading skills has positive correlation with parenting styles ( $r=0.186$ ,  $P<0.05$ ), since P is lesser than 0.05 level of significance. That is, there is a significant relationship between parenting styles and functional reading skills of adolescents with mild-intellectual-disability.

**Hypothesis 6:-** There is no significant relationship between teacher-student relationship and functional reading skills of adolescents with mild-intellectual-disability.

**Table 4.3.6: Pearson’s product moment correlation between teacher-student relationship and functional reading skills of adolescents with mild-intellectual-disability**

Variables	$\bar{X}$	S.D	N	r	P	Remark
Functional Reading skills	33.37	6.741	200	.213**	0.002	Significant
Teacher-student relationship	16.66	1.471				

**Correlation Significant at \*p<0.05 level.**

The above table 4.3.6 showed that, there is significant relationship between teacher-student relationship and functional reading skills of adolescents with mild-intellectual-disability. Functional reading skills has positive correlation with teacher-student relationship ( $r=0.213$ ,  $p<0.05$ ), since  $p$  is lesser than 0.05 level of significance. There is a significant relationship between teacher-student relationship and functional reading skills of adolescents with mild-intellectual-disability.

**Hypothesis 7:-** There is no significant relationship between extroversion and functional reading skills of adolescents with mild-intellectual-disability.

**Table 4.3.7: Pearson’s product moment correlation between extroversion and functional reading skills of adolescents with mild-intellectual-disability**

Variables	$\bar{X}$	S.D	N	R	P	Remark
Functional Reading skills	33.37	6.741	200	.026	0.711	Not Significant
Extroversion	30.61	4.446				

**Correlation Significant at \*P<0.05 level.**

Table 4.3.7 showed that, there is no significant relationship between extroversion and functional reading skills of adolescents with mild-intellectual-disability. Functional reading skills has no correlation with extroversion ( $r= 0.026$ ,  $P>0.05$ ), since  $P$  is greater than 0.05 level of significance. There is no significant relationship between extroversion and functional reading skills of adolescents with mild-intellectual-disability.

**Hypothesis 8:-** There is no significant relationship between introversion and functional reading skills of adolescents with mild-intellectual-disability.

**Table 4.3.8: Pearson’s product moment correlation between introversion and functional reading skills of adolescents with mild-intellectual-disability**

Variables	$\bar{X}$	S.D	N	r	P	Remark
Functional reading skills	33.37	6.741	200	-.084	0.239	Not Significant
Introversion	31.27	3.350				

**Correlation Significant at \*P<0.05 level.**

Table 4.3.8 showed that, there is no significant relationship between introversion and functional reading skills of adolescents with mild-intellectual-disability. Functional reading skills has no correlation with introversion ( $r = -0.084$ ,  $P > 0.05$ ), since  $P$  is greater than 0.05 level of significance. That is, there is no significant relationship between introversion and functional reading skills of adolescents with mild-intellectual-disability.

**Hypothesis 9:-** There is no significant relationship between neuroticism and functional reading skills of adolescents with mild-intellectual-disability.

**Table 4.3.9: Pearson’s product moment correlation between neuroticism and functional reading skills of adolescents with mild-intellectual-disability**

Variables	$\bar{X}$	S.D	N	r	P	Remark
Functional reading skills	33.37	6.741	200	-.017	0.816	Not Significant
Neuroticism	36.13	3.632				

**Correlation Significant at  $p < 0.05$  level.**

Table 4.3.9 showed that, there is no significant relationship between neuroticism and functional reading skills of adolescents with mild-intellectual-disability. Functional reading skills has no correlation with Neuroticism ( $r = -0.017$ ,  $p > 0.05$ ), since  $P$  is greater than 0.05 level of significance. There is no significant relationship between neuroticism and functional reading skills of adolescents with mild-intellectual-disability.

#### **4.4 Discussion of findings**

This study looked at the socio-economic and personality factors as predictors of functional reading skills of adolescents with mild-intellectual-disability in public special schools in Southwestern Nigeria. All the research questions and hypotheses were tested using Pearson’s Product Moment Correlation and Multiple Regression Analysis. The discussion on each hypothesis is stated below;

##### **H01: The relationship between home environment and functional reading skills among adolescents with mild-intellectual-disability**

The results showed that there was significant relationship between home environment and functional reading skills of adolescents with mild-intellectual-disability. The reason for this could be justified because of the fact that the home basically is the foundation of any

individual's life, and so the home is a product of the society, this strong influence of the home on every facet of life will always tend to affect the functional reading skills of the individual with mild-intellectual-disability, either positively or negatively. The findings was in support of (Adesehinwa, 2013) who found out that the effect of home environment, family type and poor funding will greatly affect students' academic achievement. The findings also corroborated with (Ogbemudia and Aiasa, 2013) who reported that lack of good home foundation for pupils was also causes of poor academic performance by adolescents. From the findings also of (Achieng, 2012) who found home factors, student factors and institutional capacity are causes of poor academic performance, while (Adesehinwa and Aremu, 2010) posited that factors resident in child, family, society, government and the school may have composite causative effects for these down trend. Other studies showed that the level of family cohesion (Caplan, 2002) cited in (Diaz, 2004), and family relationships (Buote, 2001) proved themselves capable of predicting academic performance. (Schiefelbaum and Simmons, 2000 and cited by Adell, 2002) considered family background the most important and most weighty factor in determining the academic performance attained by the adolescent.

(Emeke, 1984) stressed that the environmental condition and the nature of social interaction that goes on in the family may have some positive or negative influence on the academic performance of an adolescent. One of the tasks of education is to train young people to become useful members of the society and this training begins at home in the informal way. The home of the child is the first place he or she enters when born into the world by parents. According to (Collins, 2007) home is a place where pupils live with their parents or guardian and it is the place where they are groomed. It is a place where they begin to learn the norms and values of the society in which they find themselves. The family is a social unit in any society and it is the source of early stimulation and experience in adolescents. The home influences the adolescents at the most earliest possible time of his life at a time when his mind is most receptive. It provides the first impression which may last through the whole life of the adolescents. The menace of academic failure among young adolescents has stared both the government and stakeholders in the face. There is a consensus of opinion about the fallen standard of education as a big problem that is hindering the posterity of the Nigerian nation in terms of quality man power resources. Most adolescents with MID in schools experience academic problems that manifests itself in form of poor functional reading skills.



## **HO2: The relationship between school environment and functional reading skills among adolescents with mild-intellectual-disability**

The findings showed that there is significant relationship between school environment and functional reading skills. This implied that the school basically is the center where subjects and knowledge are impacted in the individual's life. As a result of the teaching of functional reading to the adolescents with mild-intellectual-disability, applying curriculum, using every school facility in a conducive environment, functional reading skills will be achieved. This findings was supported by various studies; (National Center for Education Statistics, 2000), indicated that effective school facility is responsive to the changing programs of educational delivery, and at a minimum, should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing. The school environment consists of not only the curriculum taught, manpower, but also physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. It also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, and vehicular access and parking. (Geiger and Philip, 2002) indicated that the school facility is much more than a passive container of the educational process: it is, rather, an integral component of the conditions of learning. The layout and design of a facility contributes to the place experience of students, educators, and community members. Depending on the quality of its design and management, the facility can contribute to a sense of ownership, safety and security, personalization and control. (Zureich, Michael, 1999) said that when planning, designing, or managing the school facility, these facets of place experience should, when possible, be taken into consideration.

## **HO3: The relationship between parent's socio-economic status and functional reading skills among adolescents with mild-intellectual-disability**

The findings showed that there is no significant relationship between parent's socio-economic status and functional reading skills of adolescents with mild-intellectual-disability. This is justified as the level of desire for academic growth and exposure of the parents of adolescents with mild-intellectual-disability is increasing daily and so it has been shown that parents are continually interested in the functional reading skills of their adolescents, not minding their financial capability in comparism to the expensive nature of education. Parents of adolescents with mild-intellectual-disability not minding their own socio-economic status,

go to great lengths to help their adolescents achieve a certain level of skill in functional reading.

The findings support (Song and Hattie, 2004) who agreed that families from different socioeconomic groups create different learning environments that affect the adolescent's academic performance. There is no doubt that parents' attitude help to condition their adolescent's attitudes. Also (Halle, Kurtz-Costes and Mahoney, 1997), who used a sample of low-income minority families found out that mother's with disability, may be as a result of their poverty, ignorance as to what to do or sometimes deliberate, will full, destructive action to relieve themselves of the responsibilities associated with raising an adolescent with disability.

Regardless of the level of interaction with the social environment, parents continue to influence the adolescent's personality development. Life stressors such as poverty, unemployment, overcrowding and ill health are known to have an adverse effect on parenting and therefore, are related to the development of personality factors. The presence of major life stressors in the lives of families of adolescents with personality factors, adolescents have been found to be two or four times greater than in other families. Parents expectedly influence the early development of relationship, language interest skills and other behaviour of the adolescent, and in particular serve as first teacher and role model for their adolescents' at home. In a nutshell, the influence of socio-economic status of the parents on their adolescents' education cannot be undermined.

#### **HO4: The relationship between parent's education level and functional reading skills among adolescents with mild-intellectual disability**

The findings revealed that, there is no significant relationship between parental educational level and functional reading skills of adolescents with mild-intellectual-disability. This implies that due to the high level of exposure to education of individuals, parents of adolescents with mild-intellectual-disability, not minding their own educational level, will make every effort in making sure that their adolescents achieve a good level of functional reading skills. Parents of adolescents with mild-intellectual-disability tend to believe strongly that not minding their child's disability; he can be useful to himself, the family and the society. This finding supports (Alexander, 1994) who observed that parent's ability to form accurate beliefs and expectations' regarding their children's performance is essential in structuring the home and education so that they can excel in post schooling endeavours. Securely attached adolescents typically behave better in school (Blair, 2008 cited in Eric, 2009). Analysis of data from several large-scale developmental studies such as (Duncan and

Brooks-Gunn, 1997) concluded that maternal education was linked significantly to adolescent's intellectual outcomes, even after controlling for a variety of other socio-economic status indicators such as household income.

According to (Robert, Onzima, 2010) adolescents' academic achievement and educational attainment has been studied within different frameworks. On the other hand, (Kainuwa and Yusuf, 2013) suggests that level of education influences parents' knowledge, beliefs, values, and goals about childrearing, so that a variety of parental behaviours are indirectly related to the adolescent's school performance. High levels of education may enhance parents' facility at becoming involved in their adolescent's education, and also enable parents to acquire and model social skills and problem-solving strategies conducive to adolescent's school success. Thus, higher levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies than adolescents of parents with lower socio-economic status and lower levels of education. From the findings of (Ramachandrant et al., 2003) indicated that it is important to note that parents are one of the most influential yet significantly underrated factors in their adolescent's education, and society should encourage more parental participation in public education as it has been highlighted by most researches.

#### **H05: The relationship between parenting styles and functional reading skills of adolescents with mild-intellectual-disability**

The findings indicated that, there is significant relationship between parenting styles and functional reading skills of adolescents with mild-intellectual-disability. This implies that the way and manner the parents of the adolescents with mild-intellectual-disability relates and handles their children, helps the child achieve better functional reading skills. The parenting style of the adolescents with mild-intellectual-disability will determine the attitude and academic skills of the individual. The result supports the views of (Baumrind, 1989), which indicated that the authoritative parenting style had been correlated with positive outcomes such as social and cognitive functions (Steinberg, Dornbush, and Brown, 1992). Academic achievement (Steinberg, Lamborn, Dornbush, and Darling, 1992). Self-esteem (Carlson, Uppal and Prosser, 2000). Social and behavioural adjustment (Stewart, Bond, McBride-Chang, Fielding, Deeds, and Westrick, 1998) and social competence (Fagan, 2000). (Tunde-Ayinmode and Adegunloye, 2011) supporting the authoritative parenting style stressed that adolescents raised from this type of homes have more friends, better school performance, more self-disciplined and emotional self-control.

(Baumrind, 1989) from his finding noted that adolescent's adjustment at school and home environment depends on the kind of disciplinary practices to individual adolescents by parents. This implies that parenting influences an adolescent's cognitive and affective domain. (Cartwright, Cartwright and Ward, 1984) notes that affective domain deals with individual's social abilities such as establishing and maintaining satisfactory interpersonal skills, displaying behaviour within reasonable social expectations and making personal adjustment. The authoritative parenting style is also correlated with low rate of behavioural disorder in children (Reiss, Hetherington, Plomin, Howe, and Simmens, 1995; Belsky, 2010), while authoritarian and permissive parenting style have been shown to be associated with increased child behavioural disorder (Shelton, Frick, and Wootton, 1996).

According to (Ranu in Kaur and Kalaramna, 2004) children with favourable parenting home mature to be warm hearted, outgoing, and socially intelligent. In line with this assumption, (Eze and Onyemuze, 2009) found out that authoritative and authoritarian parenting styles significantly predict socio-psychological adjustment of schooling adolescents while permissive and neglectful parenting styles do not significantly influence social psychological adjustment of schooling adolescents, especially adolescents with mild-intellectual-disability. Research has shown that adolescents who are maladjusted experience poor academic achievement (Eleas and Maher, 1983; Adeyemi, 2011). Similarly, (Schickedanz, 1995) also reported that children of passive parents were found to perform poorly academically.

(Valez in Ryan, 2005) found out that academic skills positively relate to having parents who enforce rules at home. (White et al., 2005) notes that parenting as a psychological construct represents standard strategies that parents use for their child rearing. (Photo, 2010) adds that parenting is what a child needs as the child moves through childhood and adolescence to adulthood. (Children's Medical Missions, 2012) states that there is strong evidence that conduct disorders can be learned and modeled in the home environment. Similarly, (Hinshaw and Lee, 2003) also stated that exposure to harsh or an unfriendly home environment might exacerbate conduct disorders especially in a genetically predisposed child. (Holmes, Slaughter and Kashani, 2001), noted that poor parenting, child abuse and negative family experiences contribute to the development of conduct disorders in adolescents with intellectual disability.

## **HO6: The relationship between teacher-student relationship and functional reading skills of adolescents with mild-intellectual-disability**

From the findings, there is significant relationship between teacher-student relationship and functional reading skills of adolescents with mild-intellectual-disability. This is so because the adolescent with mild-intellectual-disability tends to see their teachers as their second parents and so expects to be treated as such. The method in which the teacher of the adolescent with mild intellectual disability handles this individual's will go a long way in eliciting the interest for the need for functional reading. The portraying of the overall interest for this individual's academic performance will bring about them believing in themselves and this will by extension ginger their interest in functional reading performance. If on the other hand the teacher's attitude is not welcoming, or there are conflicts between them, it will definitely discourage the adolescent with intellectual disability and this will thereby cause disinterest for academics. These result supports (Goswami, 2013) who indicated that school teachers and parents both have crucial roles to play. The following result supports the findings of (Eisenhower Baker, and Blacher, 2007) who also indicated that adolescent's behavioural problems have been found to have an especially adverse effect on the attitude of teachers and early student-teacher relationships. However, there is some evidence that, over time, student-teacher relationships also impact adolescent's behaviour problems (Hamre and Pianta, 2001; 2005). In one encouraging study, (Silver, Measelle, Armstrong, and Essex, 2005) found that adolescent's with high initial externalizing behaviour but also high student-teacher closeness decreased their externalizing behaviours from kindergarten through third grade. In one study of almost 4,000 students (who were ethnic minority groups and from poor families), the presence of positive relationships with teachers and the experience of a positive and orderly school environment in elementary and middle school were strong predictors of gains in math's outcomes much stronger than class size, teacher experience, or availability of instructional supplies (Borman and Overman, 2004).

However, irrespective of the roles played by teachers and parents on their adolescents, it is expected that each adolescent maximizes his/her own mental, intellectual and social abilities, some people are still found to be deficient in some of the abilities. Such individuals are those referred to as persons with intellectual disability. Teachers and parents have a lot to do with the academic performance of adolescent's with mild-intellectual-disability. Moreover, an increasing percentage of adolescents with intellectual disability are fully included in typical classrooms, especially in kindergarten and early elementary school. Given their cognitive disadvantage and heightened behavioural problems, as well as typical

classroom teachers' relatively more limited experience in educating adolescent's with disabilities. Thus, it is very likely for teachers to have some attitudinal issues and conflicts with such adolescent's, given greater dependency on the teachers by such adolescent's.

**Ho7: The relationship between extroversion and functional reading skills among adolescents with mild-intellectual-disability**

The findings identified that, there is no significant relationship between extroversion and functional reading skills of adolescents with mild-intellectual-disability. This may be due to the fact that extroversion is an inborn trait that the adolescent with mild-intellectual-disability has and so it does not necessarily have to prevent the individual from acquiring functional reading skills. This inborn trait manifests in been outspoken amongst other characteristics and since it is not a flaw in itself, except when used negatively, having this trait has no negative definite impact on functional reading skills. Individuals with this trait tend to have a persistent desire for external recognition and achievement and may be involved in various functions that bring about time restriction. Such personalities have the tendency to speed up mental and physical tasks with mental and physical alertness. When extroversion is extreme, traits such as respect for others privacy and self-reflection before acting may be under developed. According to (Helgoe, 2008), who indicated that extroversion is the state of being predominantly concerned with and obtaining gratification from what is outside the self. Extroverts tend to enjoy human interactions and take pleasure in activities that involves large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. An extroverted person is likely to enjoy time spent with people and find less reward in time spent alone. Such people tend to be energized when around other people, and are prone to boredom when alone. The result support the findings of scientific literature (Health Report Weekly, 2008) that, extroversion is characterized by an intense and sustained drive to achieve goals and an eagerness to compete.

**Ho8: The relationship between introversion and functional reading skills among adolescents with mild-intellectual-disability**

The findings revealed that, there is no significant relationship between introversion and functional reading skills of adolescents with mild-intellectual-disability. This is due to the fact that introversion is an inborn trait that the adolescent with mild-intellectual-disability has and so it does not have to prevent the individual from acquiring functional reading skills. This inborn trait manifests in wanting to always be alone amongst other characteristics and it is not a flaw in itself, except when misused. This trait has no definitely negative impact on functional reading skills as these individuals are usually regarded as better focused.

Individuals with this trait tend to have a persistent desire for seclusion and privacy in every area of their lives. This results support the findings of (Chauhan, 2000) who indicated that adolescents with this trait renew their strength association with in-depth interests, reflective analysis, and preference for written responses. Weaknesses for learners with extreme introversion may include withdrawal, over protective of personal belongings and poor social interaction skills. Such individuals are easy going, calm, patient, hardly stressed and reflective. According to (Isaiah, 2012) individuals in this group have an inward focus and do not usually enjoy parties. Introverts process their emotions, thoughts and observations internally. This group of people can be social people, but reveal less about themselves than the extroverts do. Introverts are more private, and less public, need time to think before responding to a situation, they are generally not aggressive. According to (Oladele, 1998) the introverted personality often lives at a lower stress level.

**Ho9: The relationship between neuroticism and functional reading skills among adolescents with mild-intellectual-disability**

The findings revealed that, there is no significant relationship between neuroticism and functional reading skills of adolescents with mild-intellectual-disability. This is due to the fact that neuroticism is an inborn trait that the adolescent with mild-intellectual-disability has which does not prevent the individual from acquiring functional reading skills. This inborn trait manifests in tending to be sad, worried and temperamental amongst other characteristics. From the researcher's findings, with a lot of patience and a positive mindset from the teacher, functional reading performance is achieved. The result supports the findings of (Howard and Howard, 1998) which indicated that the person with a tendency towards neuroticism is more worried, temperamental and prone to sadness. Emotional stability is related to calm, stable and relaxed persons, whereas neuroticism is linked to anger, anxiousness, insecurity and depression. The name neuroticism doesn't refer to any psychiatric defect. According to (Crae and John, 1992) said a more proper term could be negative affectivity or nervousness.

#### **4.5 Summary of findings**

Below is the summary of findings of this study:

1. There was a significant relationship between home environment and functional reading skills of adolescents with mild-intellectual-disability.
2. There was a significant relationship between school environment and functional reading skills of adolescents with mild-intellectual-disability.

3. There was no significant relationship between socio-economic status and functional reading skills of adolescents with mild-intellectual-disability.
4. There was no significant relationship between parent's educational level and functional reading skills of adolescents with mild-intellectual-disability.
5. There was a significant relationship between parenting styles and functional reading skills of adolescents with mild-intellectual-disability.
6. There was a significant relationship between teacher-student relationship and functional reading skills of adolescents with mild-intellectual-disability.
7. There was no significant relationship between extroversion and functional reading skills of adolescents with mild-intellectual-disability.
8. There was no significant relationship between introversion and functional reading skills of adolescents with mild-intellectual-disability.
9. There was no significant relationship between neuroticism and function reading skills of adolescents with mild-intellectual-disability.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the summary based on three research questions and nine hypotheses in the study. Conclusions and recommendations were drawn based on the result of the findings. The contributions to knowledge, limitations of the study were made based on the identified limitations in this study.

#### **5.1 Summary**

This study investigated socio-economic and personality factors as predictors of functional reading skills of adolescents with mild-intellectual-disability in Southwestern, Nigeria. The findings are summarized as follows:

1. There was significant relationship between the home environment, school environment, parenting styles, teacher-student relationship on functional reading skills of adolescents with mild-intellectual-disability.
2. There was a significant composite contribution of the independent variables (home environment, school environment, social-economic status, parent's education level, parenting styles, teacher-student relationship, extroversion, introversion and neuroticism) on functional reading skills of adolescents with mild-intellectual-disability.
3. There is a relative contribution of each of the independent variables (home environment, school environment, parenting styles, teacher-student relationship) on functional reading skills of adolescents with mild-intellectual-disability.
4. There is significant relationship between home environment and functional reading skills of adolescents with mild-intellectual-disability.
5. There is significant relationship between school environment and functional reading skills of adolescents with mild-intellectual-disability.
6. There is no significant relationship between socio-economic status and functional reading skills of adolescents with mild-intellectual-disability.
7. There is no significant relationship between parent's education level and functional reading skills of adolescents with mild-intellectual-disability.
8. There is significant relationship between parenting styles and functional reading skills of adolescents with mild-intellectual-disability.

9. There is significant relationship between teacher-student relationship and functional reading skills of adolescents with mild-intellectual-disability.
10. There is no significant relationship between extroversion and functional reading skills of adolescents with mild-intellectual-disability.
11. There is no significant relationship between introversion and functional reading skills of adolescents with mild-intellectual-disability.
12. There is no significant relationship between neuroticism and functional reading skills of adolescents with mild-intellectual-disability.

## **5.2 Contributions to knowledge**

This study has contributed to knowledge in the following ways:

The study showed that there are some social factors (home environment, school environment, parenting styles and teacher-student relationship) that determine and greatly influence functional reading skills of the adolescents with mild-intellectual-disability.

This study showed that parenting styles (authoritative style) had a very significant relationship and far-reaching effect in determining functional reading skills of the adolescents with mild-intellectual-disability.

It was also established that teacher-student relationship and school organization had great significance and positive effect in determining functional reading skills of the adolescents with mild-intellectual-disability. Variables like parent's socioeconomic status, parent's educational level, extroversion, introversion and neuroticism had no significant relationship with determining functional reading skills of the adolescents with mild-intellectual-disability.

Lastly, the study has widened understanding on various factors that can determine functional reading skills of the adolescents with mild-intellectual-disability.

This study is an empirical study based primarily on ways of improvement in the determining of functional reading skills of the adolescents with mild-intellectual-disability.

### 5.3 Recommendations

The result of this study has implications for special educators, professionals who work with adolescents with mild-intellectual-disability, parents, caregivers, school owners, administrators and policy makers. The following recommendations are hereby suggested:

1. Adolescents with mild-intellectual-disability should understand the efficacy of functional reading skills and confidence in taking tasks to promote and build a lasting relationship between themselves and book reading which is an important factor to learning.
2. Teachers of adolescents with mild-intellectual-disability should encourage good functional reading habit so that they can imbibe the act of good reading. This will help their minds function positively, eliminate ignorance and make them think critically.
3. Parents should encourage their adolescents with mild-intellectual-disability in functional reading to help them think big, gain academic confidence and to develop unbeatable personality if the habit is maintained through self-studies at home by providing a conducive environment for them.
4. Government should provide adequate facilities and equipment at primary and secondary school libraries, so that adolescents with mild-intellectual-disability will have access to available materials in facilitating learning and to maintain good functional reading interest among adolescents with mild-intellectual-disability.
5. School proprietors irrespective of whether public or private should endeavour to create confidence in adolescents with mild-intellectual-disability to take minimal reading tasks and maintain a strong functional reading habit in easing their learning.
6. Private and public school management and government should ensure the provision of the latest reading materials (books) to encourage functional reading habits among adolescents with mild-intellectual-disability.
7. Collaborative steps should be taken by educational stakeholders towards ensuring that academic self-efficacy in functional reading skills improves in both public and private schools particularly among adolescents with mild-intellectual-disability in Nigeria.
8. Adolescents with mild-intellectual-disability should be encouraged to imbibe good functional reading habits as one of the criterion for academic development.
9. Government and private school owners should research more and find out the type of books, adolescents with mild-intellectual-disability like reading in order to create and sustain the interest and love for reading.

10. Reading which is the bedrock of learning and also subsumed in other subjects should be aided or supported with methodology that will encourage the affected adolescents with mild-intellectual-disability cultivate functional reading skills among adolescents with mild-intellectual-disability.
11. Adolescents with mild-intellectual-disability should be encouraged to strive harder and show willingness to read functionally in order to be confident in academics and other areas of their lives.

#### **5.4 Conclusion**

It has been observed that the results of findings show that home environment, school environment, parenting styles, teacher-students relationship jointly contributed to functional reading skills of adolescents with mild-intellectual-disability. Functional reading skills still maintains its effectiveness in education especially for the adolescents with mild-intellectual-disability. Functional reading skills are the most important avenue of effective learning. Functional reading skills are interrelated with the total educational process for the adolescents with mild-intellectual-disability and hence, educational success requires successful reading for these individuals. Functional reading skills has not only led to successful education for the adolescents with mild-intellectual-disability but also in religious, politics, social, civic and in other areas of life. Functional reading is well cultivated in an avenue for self-independency and the society benefits from it especially the adolescents with mild-intellectual-disability. Functional reading retains its relevance in education and other affairs of the adolescents with mild-intellectual-disability and diverse individuals generally.

#### **5.5 Limitations of the study**

The completion of this study was not without its various challenges which were expected especially in a study of this nature. The study was conducted in six states (Ekiti, Lagos, Ogun, Ondo, Osun and Oyo) in Southwestern, Nigeria. This was occasioned by the peculiar nature of the study.

The researcher could only utilize 200 respondents from selected primary schools in Southwestern, Nigeria. Two hundred respondents represented only a small portion of the population. This number was due to the peculiarity of the adolescents. During the period of this study, the researcher experienced some constraints, especially, during the administration of the questionnaires, in the selection of the location, and time allocation in the completion of the project work. The researcher also encountered some

financial difficulties during the administration and collection of the questionnaires. The limitation of this research work came in form of inadequate respondents since the researcher used only primary schools in Southwestern, Nigeria, and therefore represents a general view of the 36 states of Nigeria. Nevertheless, it is paramount to say that all these problems or constraints do not render the findings of this study invalid.

## **5.6 Suggestions for further studies**

This study has provided insight for future studies in the area of functional reading skills of adolescents with mild-intellectual-disability. The following suggestions were made for further studies:

- i. Comparative analysis of functional reading skills of adolescents with mild-intellectual-disability in private and public secondary schools in Nigeria.
- ii. Analytical study of academic self-efficacy levels of adolescents with mild-intellectual-disability in private and public primary schools in Nigeria.
- iii. Relationship between functional reading skills and academic self-efficacy of adolescents with mild-intellectual-disability in private and public primary schools in Nigeria.
- iv. Analytical study of socio-cognitive level of adolescents with mild-intellectual-disability in private and public primary schools in Nigeria.
- v. This study could be carried out in other geopolitical zones in Nigeria, using the same survey methodology to see if it would yield similar results.

This study investigated the socio-economical and personality factors as predictors of functional reading skills of adolescents with mild-intellectual-disability in Southwestern, Nigeria. It is suggested that future researchers should try to focus on the following replication of this study for further validation, increasing the number of subjects to be sampled to at least five hundred or more, so as to represent the population adequately, sampling of primary school teachers other than those in Southwestern Nigeria. This kind of study can also be extended to secondary schools in other geopolitical zones in Nigeria, since the education of the adolescents with mild-intellectual-disability can influence development and eventual integration in the society.

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**APPENDIX I**  
**UNIVERSITY OF IBADAN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF SPECIAL EDUCATION**  
**SLOSSON'S INTELLIGENCE TEST**  
**TEST QUESTIONS**

- 1) How many days are in a week? (Seven)
- 2) Draw a kite for me like this. (The diamond must have well-formed angles  
Which are nearly across from each other and the sides must be straight.

There must not be any peculiarities about the way in which the angles are drawn. The figure may be a bit lot- sided but it must be a diamond. Score rather leniently. Give two trials if necessary and one of them must be correct.

- 3) How many eggs are in a dozen? (Twelve)

Must pass both

a How is a submarine different from a fish? (A submarine has an engine and a fish doesn't, men can get inside a submarine but not a fish; one can stay on top of the water but not the fish, a submarine is bigger than a fish, etc.).

b In what ways are a submarine and a fish the same or alike? (Both go under water, both swim, both go in the water, etc. if a child gives another difference, say: "yes that's how they are different but can you tell me how they are the same or alike?")

- 3) How many months in a year? (Twelve)

a) Say these numbers backwards for me. For example, if I say 7 4 9, you would say 9 4 7. Say these numbers backwards: 4 7 3. If failed: 6 2 9.

4) Who was Mungo Park? What did he do? A man who discovered Nigeria, He sailed across the ocean. He found this country. He was one of the first explorers).

5) What do we mean by infection? A sore. (A cut with germs. An infected eye is red. A sickness or disease).

6) Where does pork come from? (A pig. A hog. The answer is from a butcher shop or Store, say: "yes, but where do they get it? Where does it come from at the start?")

7) Say: "Goes fast". Now listen carefully and say exactly what I say: "The train carrying people and bags of mail go fast on the tracks." (Every word must be repeated and be in the right order.)

8) What does destroy mean? For example, if you destroy a book, what would you do to it? (Tear it up, rip it, burn it, throw it away, get rid of it, smash or break it.)

- 9) What is hero? What would you have to do to be a hero? (Do something great. Win a victory. Save a person from drowning. Fight and win over the enemy. A football hero).
- 10) What is paper made of? (Wood pulp, trees, bark, rags.)
- 11) What does vacant mean? For example if a house were vacant, what would it mean? (No one lives there, Empty. It was not occupied. A room of house to rent since no one lives in it, etc.)
- 12) If two girls divided a bag of 28 marbles in half, how many marbles would each girl have? Fourteen. Turn to back of the score sheet and encircle the 28 as you say it and allow the individual to look at this number while giving the answer.
- 13) In the olden days they had dungeons. What was a dungeon use for? (A prison or jail. A dark room in the bottom of a castle where they put people in chains).
- 14) How many centimetres are there in 2 meters? (200 centimetres. Hold up two fingers when you ask this question.
- 15) How many minutes in three - fourth of an hour? (forty - five).
- 16) What month has 28 days? (February).
- 17) What does magnify mean? What would you do if you magnified something? Make it large, make it bigger, enlarge it. To cause to be held in greater esteem or respect. Many individuals will give you the definition for magnetize and when they do, say: "No you are thinking of magnetize, I want magnify."
- 18) In its use, how is a telescope different from microscope? (You use a telescope to see the stars; with a microscope you can see germs. The telescope sees far away up in the sky while the microscope sees things which are close. The person must be able to distinguish between the two instruments, telling which one does which.)

**APPENDIX II**  
**UNIVERSITY OF IBADAN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF SPECIAL EDUCATION**  
**READING SKILL TEST**

**Dear respondents,**

This instrument is designed to elicit your sincere responses on the following as it applies to you. It will be appreciated if all statements are responded to accordingly as listed. The purpose for this exercise is purely for research and your answers will be treated with utmost confidentiality.

I look forward to your overall impressions regarding each statement.

Thank you.

**Ogbedebi, A.A (Mrs)**

**Section A**

**Personal Data:** Kindly answer the following questions;

School: .....

Sex: Female ( )            Male ( )

Age range: 12-16 ( )      17-21 ( )

Religion:    Christian ( ) Islam ( )

Local Government Area: .....

State: .....



# READING SKILL TEST (RST)

## SECTION A

### PERSONAL DATA:

Instruction: Fill in the gap provided as applicable to you.

- 1) Sex: male ( ) female ( )
- 2) Age: 10-15 ( ) 15-20 ( ) 20-25 ( )
- 3) Name of School:
- 4) Present class:

## SECTION B

### Recognition of words

Instruction: Underline the word that corresponds with the picture in this section

Each number attracts 2 marks only

Example:



cup, bottle, spoon

The correct word is bottle, hence it is underlined.

Now do the following exercises:

1



Boy, Girl, Woman

phoneticial Not habit





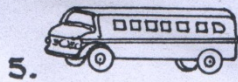
Church, Mosque, House



Shirt, Dress, Trouser



Cow, Goat, Cat



Bus, Lorry, Train



Fork, Knife, Plate



Basket, Bag, Bucket



Shoe, Sandal, Socks



Table, Chair, Bench



Pen, Pencil, Ruler  
(20 marks)



# SECTION C

## PICTURE READING.

Instruction: Study the picture in front of each sentence and choose the correct word in the bracket to complete the sentence:

Each number attracts 2 marks only

### Example 1.



The girl is

The picture shows that of a girl running hence, to complete the sentence, running is written and the sentence reads thus:

— the girl is running

### Example 2.



The girl is

The picture shows that of a girl bathing, hence, to complete the sentence, the word bathing would be added, and the sentence reads thus — the girl is bathing


Now do the following exercises:


1. The girl is \_\_\_\_\_





(bathing, playing)





2. The house is beside the \_\_\_\_\_  (mosque, church)


3. The woman is \_\_\_\_\_  (Walking, Dancing)

4. That boy is \_\_\_\_\_  (Sitting, Standing)  
on the bench

5. The goats are \_\_\_\_\_  (shouting, eating)  
grass

6. The boy is \_\_\_\_\_  (brushing, eating)  
his teeth

7. That man is \_\_\_\_\_  (combing, beating)  
his hair

8. The pot is \_\_\_\_\_  (on, under)  
the table



9. The teacher is \_\_\_\_\_  
on the board



(drawing, writing)

10. There are fruits in the \_\_\_\_\_



(pot, basket)

(20 Marks)

## SECTION D

### ORAL READING.

Instruction: Read out loud the following sentences.

Each number attracts 2 marks.

Pupil that is able to read through each sentence without any mistake is scored 2 marks

Pupil that is able to read half of the sentence is scored 1 mark.

Pupil that is unable to read any of the sentence is scored 0.

1. This is my dress.
2. My name is Ade.
3. I am eating my food.
4. This is my book.
5. I am going to school.
6. He is coming.
7. The teacher is writing.
8. That is a ball.
9. She is a girl.
10. He is a boy.

(20 marks)

**APPENDICES III**  
**UNIVERSITY OF IBADAN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF SPECIAL EDUCATION**  
**HOME ENVIRONMENT SCALE**

**Please fill in the appropriate column**

<b>S/N</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
1.	Do you regularly buy books for your child/ward		
2.	Do you often encourage your child/ward to make his/her own bed and clean his/her own room		
3.	Do you often encourage your child/ward to keep shared living areas clean and straight		
4.	Are all visible rooms of the house/apartment minimally cluttered		
5.	Does your child/ward read for enjoyment		
7.	Does your family encourage your child/ward to start and keep doing hobbies		
8.	Does your building have no potentially dangerous structural or health hazards within a school-aged child's/ward range.		
9.	Are all visible rooms of the house/apartment reasonably clean		
10.	Is your child/ward often expected to help manage his/her own time		
11.	Is your child/ward often expected to do routine chores		
12.	Does your whole family get together with relatives or friends often		
13.	Do you regularly praise your child/ward for doing something worthwhile		
14.	Does child get special lessons or belong to any organization that encourages activities such as sports, music, art, dance, drama, etc.		
15.	Does your child/ward spend much time watching TV on a typical weekday		

**APPENDICES IV**  
**UNIVERSITY OF IBADAN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF SPECIAL EDUCATION**  
**PARENTING STYLES OBSERVATION RATING SCALE**

**Please fill in the appropriate column**

S/N	Items	SA	A	D	SD	SA
1.	Generally, the behaviour of my parents tends to make me: Exhibit aggressiveness					
2.	Play truancy					
3.	Exhibit low self-esteem					
4.	Moody					
5.	Impulsive and irresponsible Domineering					
7.	Quick to anger but fast to recover cheerful mood					
8.	Lack self-control					
9.	Show little achievement orientation					
10.	Have few goal directed activities					
11.	Moody and unhappy					
12.	Fearful and apprehensive					
13.	Passively hostile and deceitful					
14.	Vulnerable to stress					
15.	Aimless					
16.	Cooperate with adults					
17.	Cheerful and self-reliant					
18.	Show interest in novel situations					
19	Have high energy level					
20	Cope with stress					

**APPENDICES V**  
**UNIVERSITY OF IBADAN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF SPECIAL EDUCATION**  
**SOCIAL-ECONOMIC STATUS SCALE**

**Please fill in the appropriate column**

1a. How many cars do your parents have

1

2

3

More

1b. Others: – motor cycle  bicycle

2. Parents' Occupation

1. Name of child: -----

2. Name of school: -----

3. State: -----Local Government Area: -----

4. Class: -----

5. Sex: Male  Female

A	B	C	D	E
Professional's e.g. Lawyer, Engineer, Driver	Clerk Office Worker,	Trade Business man,	Craftsman Artisan	Farmer Taxi
Medical doctor, Professor, Lecturer, Manager, Senior Army Senior Civil Servant, Bishop, Priest Father, Mother, Guidance	Nurse, Teacher Police, Soldier, Religious Worker	Contractor Plumber Mechanic	Messenger Officer	Security
5	4	3	2	1

7. Educational levels of parents please tick (✓) the appropriate

		Father	Mother	Guardians
a.	No schooling			
b.	Elementary school			
c.	Secondary school/Teacher training			
d.	Professional training e.g. trade school, clergy			
e.	Higher than (a-d) but not University graduate			
f.	University graduate (1 <sup>st</sup> degree)			
g.	Above first degree			

8. Parents' Residence: (Put 'a' in appropriate place)

Parents	Own House	Company University Quarters	Government	Rented House
Father				
Mother				
Guardians				

9. Put an X in appropriate space. If in rented house, state it whether it is

(a) A flat ( ) (b) Two rooms (c) one room ( )

10. Do your parents have the following? Put x in appropriate space:

Radio ( ) Stereo set ( ), T.V set ( ) Refrigerator ( ) Gas/Electric Cooker ( )

11. Do you have the following? Put x in appropriate space:

Executive furniture ( ) Cushion ( ) Wooden Furniture ( ) Iron Chair ( ) Mat ( )

12. Do you have the following? Put x in appropriate space: Library ( )

Books shelves ( ) Periodicals ( ) Newspapers ( ) Nothing related to books ( )



**APPENDICES VI**  
**UNIVERSITY OF IBADAN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF SPECIAL EDUCATION**  
**SCHOOL ENVIRONMENT SCALE**

Please fill in the appropriate column

<b>S/N</b>	<b>Items</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
1.	Teachers are very friendly to the adolescents				
2.	Teachers are sensitive to the adolescents needs				
3.	There are adequate learning facilities in the school				
4.	The interaction between the adolescents and teachers is cordial				
5.	Teacher encourages the adolescents to learn				
6.	The communication method in the school is not appropriate for the adolescents				
7.	The adolescents get bored in school				
8.	Adolescents is happy coming to school				
9.	The school location is not adequate				
10.	The school environment is beautiful and conducive for learning.				
11.	There is nothing interesting about the school.				
12.	The school is disability friendly				
13.	Teachers use different learning styles.				
14.	Teachers utilize adequate instructional materials.				
15.	Teachers are experts in the field of special education.				

**APPENDICES VII**  
**UNIVERSITY OF IBADAN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF SPECIAL EDUCATION**  
**EXTROVERSION SCALE**

Please fill in the appropriate column

<b>S/N</b>	<b>Items</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
1.	Child feels comfortable around people				
2	Child loves attending parties				
3.	Child makes friends easily				
4.	Child do not enjoy talking				
5.	Child often starts conversation				
6.	Child takes control of things				
7.	Child always have little to say				
8.	Child draws attention to himself/herself				
9.	Child always comfortable around people				
10.	Do not mind being at the center of attention				
11.	Child often sympathizes with others				
12.	Child enjoys having fun				

**APPENDICES VIII**  
**UNIVERSITY OF IBADAN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF SPECIAL EDUCATION**  
**INTROVERSION SCALE**

Please fill in the appropriate column

<b>S/N</b>	<b>Items</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
1.	Child always in the background in any social activity.				
2.	Child likes to mix socially with people.				
3.	Child takes the initiatives in making new friends.				
4.	Child is usually a “good mixer”.				
5.	Child often enjoys himself/herself at social activities.				
6.	Child enjoys playing pranks on others.				
7.	Child derives more satisfaction from social activities than from anything.				
8.	Child has very few friends.				
9.	Can you rate this child as happy go-lucky individual?				
10.	Does this child feel unhappy when prevented from making friends?				
11.	Child prefers to do things alone.				
12.	Child is very active.				

**APPENDICES IX**  
**UNIVERSITY OF IBADAN**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF SPECIAL EDUCATION**  
**NEUROTICISM SCALE**

Please fill in the appropriate column

<b>S/N</b>	<b>Items</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
1	I often feel inferior to others.				
2	Sometimes I feel completely worthless.				
3	I rarely feel fearful or anxious.				
4	I often get angry at the way people treat me.				
5	Too often, I get discouraged.				
6	I often feel helpless and want someone else to solve my problem.				
7	At times I have been so ashamed I just want to hide.				
8	I like to have a lot of people around me.				
9	I laugh easily.				
10	I like to be where the action is.				
11	I usually prefer to do things alone.				
12	I often feel as if I am busting with energy.				
13	I am not a cheerful optimist.				
14	I would rather go my own than being a leader of others.				
15	I don't like to waste my time day dreaming.				

READING ABILITY TEST (Reliability coefficient using Kuder-Richardson formular-20 (KR-20))

RS	1A	2	3	4	5	6	7	8	9	1B	2	3	4	5	6	7	8	9	10	1C	2	3	4	5	6	7	8	9	10	R	Total	
1	1	1	0	1	0	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	0	0	0	1	0	1	0	1	18	30	
2	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1	0	1	0	1	19	30	
3	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	0	1	1	19	30	
4	1	1	0	1	0	1	1	0	0	0	1	1	1	1	1	1	1	0	0	1	1	0	0	0	1	1	1	0	0	17	30	
5	1	1	0	0	0	1	0	0	0	0	1	1	1	1	1	1	0	0	1	1	0	0	0	0	1	0	0	1	1	14	30	
6	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	0	1	1	22	30
7	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1	22	30	
8	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	0	0	0	1	0	1	0	1	19	30	
9	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	24	30	
10	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	21	30	
<b>Total</b>	<b>10</b>	<b>9</b>	<b>3</b>	<b>7</b>	<b>5</b>	<b>10</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>10</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>5</b>	<b>8</b>	<b>10</b>	<b>7</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>9</b>	<b>195</b>	<b>300</b>	

$10+9+3+7+5+10+7+3+6+6+10+7+8+8+10+8+6+5+8+10+7+2+3+4+9+3+6+6+9 = 195$

(Reliability coefficient  $r = 0.70$ ) 300