

SCHOOL CONNECTEDNESS AND PERCEIVED CLASSROOM SUPPORT AS PREDICTORS OF RESILIENCE AMONG STUDENTS WITH HEARING IMPAIRMENT IN OSUN AND OYO STATES

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Abstract

This study explored the roles of school connectedness and perceived classroom support in predicting resilience among students with hearing impairment in Osun and Oyo States. Guided by three research questions and their corresponding hypotheses, the research employed a correlational survey design. The population comprised 293 secondary school students with hearing impairment (173 males and 120 females) from the two states. Using a total enumeration method, all 293 students participated in the study. Data were collected through the Student's Resilience Questionnaire (SRQ), the School Connectedness Questionnaire (SCQ), and the Perceived Classroom Support Questionnaire (PCSQ). Linear and multiple regression analyses were applied to examine the relationships among the variables. The results indicated that both school connectedness and perceived classroom support, individually and together, significantly predicted resilience among students with hearing impairment. Based on these findings, the study recommended, among other measures, that school administrators promote activities such as mentorship programs, inclusive school clubs, peer-support groups, and accessible school events to enhance student's sense of belonging.

Keywords: Resilience, classroom support, school connectedness, hearing impairment, students

Introduction

Secondary school students with hearing impairment often traverse an academic landscape filled with barriers that adversely limit their learning and social growth and erode the resilience required to cope with the demands of school life. Communication barriers represent the primary obstacle, with students struggling to understand teacher instructions, interact with peers and staff, and participate effectively in classroom activities (Kulhade & Kumar, 2022; Robert & Mkulu, 2023). Robert and Mkulu added that students with hearing-impairment experience stigmatization, discrimination, and violence, which hinder them from fully realizing their rights and participation in everyday life. According to Ojo (2015), they also face multiple psychosocial challenges, including antisocial behaviours such as examination malpractice, lateness, and rudeness, often stemming from media influence, peer pressure, and inadequate parental care. These challenges frequently result in frustration and social withdrawal, weakening their resilience.

Resilience is what gives people the psychological strength to cope with stress and hardship. According to Gabay, Alejo, Bayudan, Gelloagan, and Pante (2024), resilience represents the ability to cope with problems and maintain strength despite life difficulties. It is the mental source of strength that people are able to call on in times of need to carry them through without falling apart. This aligns with Ifdil and Taufik's (2016) elucidation that resilience encompasses the ability to survive difficult life conditions, make adaptive decisions, and rise from adversity. Among students, resilience specifically describes their capability to deal with academic setbacks, anxiety, and study pressure (Radhamani & Kalaivani, 2021). Operationally, resilience is the capacity of students with hearing

impairment to cope effectively with academic, social, and emotional challenges and maintain positive functioning despite adversity.

Resilience plays a crucial role in determining how well students cope with the complex demands of school life. Hwang and Shin (2018) observe that students with high resilience demonstrate better adaptation to academic stress, stronger persistence, and a higher likelihood of continuing their studies. Conversely, students who lack resiliency tend to not persevere through challenging educational settings and do not have a high level of desire to succeed in life (Lobo, 2023). When resilience is weak, students may withdraw socially, exhibit low motivation, or struggle to remain engaged in learning.

For students with hearing impairment according to Individuals with Education Act (IDEA, 2013) are referred to students with impairment in hearing, whether permanent or fluctuating, that adversely affects a student's educational performance but not included under definition of deafness. For deafness, Individuals with Disabilities Education Act (IDEA) defines it as hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification. It means that hearing aids will not provide sufficient assistance so that the student can succeed in school. Hence there are degrees of hearing impairment as measured by audiometer. Such degrees include normal, slight, mild, moderate, severe, and profound, but for the benefit of this study all students with varied degrees of hearing impairment need support to enhance resilience in the classroom. Resilience can determine how effectively they manage communication difficulties, navigate peer relationships, and respond to academic pressures.

Research on secondary school students reveals significant challenges with resilience. A study by Othman and Rahman (2020) found that secondary school students demonstrated only moderate levels of resilience. In Nigeria, Victor-Aigboidion, Onyishi, and Ngwoke (2020) found that low resilience constitutes a major problem leading to student attrition. Particularly concerning, Adeyera, Uchendu, and Owoaje (2018) revealed that 26.6% of secondary school students in the Southwest, Nigeria, have low resilience. Among secondary school students with hearing impairment, Bizuneh (2023) demonstrates that students with hearing impairment exhibit lower resilience compared to their hearing peers, with deaf female adolescents showing the lowest resilience levels. In Osun and Oyo States, communication barriers, reduced peer interaction, and limited access to instructional cues further compound the resilience of secondary school students with hearing impairment. Low resilience is a concern because it is associated with poor academic performance, increased dropout rates, mental health difficulties, and inability to cope with pressure (Orion et al., 2019; Lobo, 2023). Identifying school-based factors that may predict resilience among secondary school students with hearing impairment becomes imperative in the present study.

In the school setting, school connectedness is a key factor that can significantly influence student's resilience. Peng and Patterson (2025) describe school connectedness as a multi-dimensional concept that includes attachment to the school, relationships with teachers, and connections with peers. Similarly, Cheng (2025) defines it as an overall experience of receiving emotional, social, and academic support from classmates, teachers, and the broader school community. According to Gowing and Jackson (2016), it is one of a number of terms used to describe a student's relationship to school. In this study, school connectedness refers to students with hearing-impairment feelings of belongingness, acceptance, and emotional attachment to peers, teachers, and the wider school community. School connectedness encompasses relational, activity-based, and academic opportunities that shape students' connection to school (Gowing & Jackson,

2016). It also encompasses dimensions such as positive peer relationships, perceived teacher care, emotional safety, and integration into school activities.

Research buttresses the influence of school connectedness in enhancing developmental and academic outcomes. Kim, Carney, and Hazler (2022) emphasize that school connectedness can protect students from engaging in risky behaviours while promoting healthy development and academic success. Marraccini and Brier (2017) found that higher levels of school connectedness were linked to lower instances of suicidal thoughts and behaviours among general, high-risk, and sexual minority adolescents. For students with disabilities, Cumming, Marsh, and Higgins (2017) highlight school connectedness as a key protective factor influencing health behaviours, as well as social, emotional, and academic outcomes. Specifically, for secondary school students with hearing impairment, feeling connected to their school can help mitigate marginalization and support adaptive coping strategies. Furthermore, when these students experience a sense of connection, they are more likely to develop confidence and optimism, which can enhance their resilience.

Research indicates that school connectedness is critical in fostering resilience. Oldfield, Stevenson, Ortiz, and Haley (2018) note that it acts as a protective factor for mental health, particularly among adolescents at risk due to weak parental attachment, and can predict resilience against psychological difficulties. Orozco-Solís, Bravo-Andrade, Ruvalcaba-Romero, and Alfaro-Beracoechea (2021) report moderate positive relationships between school connectedness and resilience. Frydenberg (2018) further identifies school connectedness as a fundamental element for well-being and resilience, closely tied to feelings of belonging and linked to higher levels of psychological functioning and adjustment. Despite these findings, research remains limited on how school connectedness predicts resilience specifically for students with hearing impairment.

Another factor that may support resilience is perceived classroom support. Núñez and León (2015) describe classroom support in terms of autonomy support, which involves creating learning environments that provide meaningful explanations, acknowledge students' feelings, use non-controlling language, offer choices, and foster intrinsic motivation for learning. Classroom support encompasses various approaches to enhancing student learning and engagement. In relation to students with special needs like hearing impairment, Cosar (2024) defined classroom support as creating specialized environments where students with special educational needs receive targeted assistance while remaining integrated with their peers. According to the author, such support includes individualized instruction, use of adaptive strategies, emotional encouragement, and teacher responsiveness. Classroom support for students with hearing impairment involves individualized instruction tailored to each student's specific communication needs and abilities (Polvanov, 2023). Such support involves understanding individual students' abilities, utilizing assistive technologies like hearing aids and cochlear implants, and creating positive, nurturing classroom environments (Winarsih & Mursita, 2024). It might also include the use of visual or adaptive teaching strategies, teacher encouragement, and sensitivity to communication needs. Perceived classroom support therefore encompasses students with hearing-impairment perceptions of the assistance they receive from teachers and peers in the classroom environment.

Supportive classrooms are linked to enhanced student-related outcomes. Comprehensive classroom support strategies that combine cognitive and socio-emotional elements, including systematic tutoring, continuous feedback, and school-family partnerships, demonstrate significant positive impacts on student comprehension, self-regulation, motivation, and retention rates (Gonzalez-Ordoñez, Gonzalez-Sare, Minuche-

Sánchez, Mendoza-Villacís & Quisay-Vera, 2025). Hamdaqa (2020) found that emotional support significantly affects academic performance, personal behaviour, social life, and environmental factors. Similarly, Lee and Bierman (2015) demonstrate that classroom emotional support contributes to reducing aggressive behaviours and social withdrawal while enhancing learning engagement and literacy skills. Lazarides and Raufelder (2017) found that student-perceived competence support predicted academic effort levels. For students with hearing impairment, classroom support can reduce frustration, enhance comprehension, and promote feelings of competence, all of which can contribute to higher resilience. Additionally, strong classroom support may increase students' competence, motivation, and ability to manage academic demands that may directly enhance resilience.

An increasing number of studies underscore the importance of classroom support in fostering students' resilience. Kaur and Fatima (2022) reported positive and significant relationships between all aspects of the classroom learning environment such as student cohesiveness, teacher support, involvement, inquiry, task orientation, cooperation, and equity and resilience among undergraduates. Thompson (2021) found that a supportive learning environment positively influences students' academic resilience. Similarly, Frisby, Hosek, and Beck (2020) observed a strong link between peer connectedness and academic resilience. In addition, Kennebeck (2019) demonstrated that cultivating a supportive classroom atmosphere enhances students sense of belonging and motivation, which in turn strengthens their ability to cope with challenges. Despite these findings, the predictive power of perceived classroom support on hearing-impaired students resilience remains largely underexplored.

This study draws credence from the Resilience Theory, proposed by Masten(2001). Masten posits that resilience is not an extraordinary or rare personal quality but arises from ordinary magic. Ordinary magic, according to Masten refer to the normal, everyday systems of support that help individuals adapt positively despite challenges. The theory also highlights that resilience is not fixed; it grows or declines depending on the support students receive and the challenges they face. For students with hearing impairment, their resilience can be easily shaken if their support systems (school connectedness and classroom support) are weak. In relation to the present study, when these students feel connected and supported in school, they develop a sense of belonging that gives them the emotional strength to keep trying even when communication or social challenges arise, thus enhancing their resilience.

In spite of the literature on the influence of school connectedness and perceived classroom support on students resilience, there are gaps that informed the current study. Most of the studies on school connectedness and perceived classroom support focused on academic achievement, risk behaviour, social life, self-regulation, motivation, and retention, with little emphasis on student's resilience. In addition, while most of the studies on student's resilience were carried out on regular students, the present study targeted students with hearing impairment. Again, most of the studies were carried out in other countries, limiting the applicability of these findings in local contexts like Osun and Oyo States, necessitating the current study. Given these gaps, the study investigated school connectedness and perceived classroom support as predictors of resilience among students with hearing impairment in Osun and Oyo States.

Statement of the Problem

Secondary school students with hearing impairment face significant communication, social, and psychosocial challenges that undermine their resilience. This scenario weakens their ability to stay strong and bounce back when schoolwork becomes difficult. Although resilience is crucial for helping students cope with school pressures,

evidence shows that hearing-impaired students exhibit particularly low resilience, especially in Osun and Oyo States. While factors like school connectedness and perceived classroom support have been linked to positive developmental and academic outcomes, their influence on the resilience of students with hearing impairment remains underexplored, especially in Osun and Oyo States, Nigeria. Additionally, most existing studies on these factors focus on regular students or were conducted in other countries, leaving a gap in understanding how these school-based factors predict resilience among secondary school students with hearing impairment in Osun and Oyo States. This underscores the need for the present study.

Research Questions

The study was guided by the following three research questions:

1. To what extent does school connectedness predict resilience among students with hearing impairment in Osun and Oyo States?
2. To what extent does perceived classroom support predict resilience among students with hearing impairment in Osun and Oyo States?
3. To what extent do school connectedness and perceived classroom support jointly predict resilience among students with hearing impairment in Osun and Oyo States?

Hypotheses

The study tested the following hypotheses at a 0.05 level of significance:

Ho1: School connectedness does not have a statistically significant predictive effect on resilience among students with hearing impairment in Osun and Oyo States.

Ho2: Perceived classroom support does not have a statistically significant predictive effect on resilience among students with hearing impairment in Osun and Oyo States.

Ho3: School connectedness and perceived classroom support do not jointly have a statistically significant predictive effect on resilience among students with hearing impairment in Osun and Oyo States.

Methods

This study employed a correlational survey design. According to Ezeh (2015), a correlational survey design involves systematically examining the relationships between variables. It is particularly effective for identifying both the direction and strength of the relationship between predictor (independent) and criterion (dependent) variables. This design was considered suitable for the present study because it allowed the researcher to assess the extent to which school connectedness and perceived classroom support predict resilience among secondary school students with hearing impairment. The study population comprised 293 (173 male and 120 female) secondary school students with hearing impairment in Osun and Oyo states. The population distribution of these schools were: Osun Secondary School for Persons with Special Needs, (220 students: 127 males and 93 females) and Methodist Grammar School Bodija Ibadan, Oyo State (73 students: 46 male and 27 female) Through total enumeration sampling, the entire 293 secondary school students with hearing impairment participated in the study. Total enumeration was considered because the population of the study is manageable.

Three instruments were used to collect data for this study: The Students Resilience Questionnaire (SRQ), the School Connectedness Questionnaire (SCQ), and the Perceived Classroom Support Questionnaire (PCSQ). The SRQ was adapted from the Students Resilience Survey (SRS) developed by Sun and Stewart (2007), which originally contained 40 items on a 5-point scale ranging from “Never” to “Always.” For the SRQ, the scale was modified to a 4-point format with response options: “Never,” “Sometimes,” “Often,” and “Always,” and 15 items were selected and adjusted from the original SRS. Similarly, the SCQ was adapted from the School Connectedness Scale (SCS) developed

by Lohmeier and Lee (2011). The original SCS included 54 items on a 5-point scale ranging from “Not at all true” to “Completely true.” For the SCQ, the scale was changed to a 4-point format “Strongly agree,” “Agree,” “Disagree,” and “Strongly disagree” and 15 items were selected and modified. The PCSQ was developed by the researcher and comprised 15 items using the same 4-point scale as the SCQ. To ensure validity, the SRQ, SCQ, and PCSQ underwent face validation by three experts from the University of Nigeria, Nsukka, and were pilot-tested on a separate sample of secondary school students with hearing impairment in Enugu State. Internal consistency reliability was assessed using Cronbachs alpha, yielding coefficients of 0.77, 0.79, and 0.76 for the SRQ, SCQ, and PCSQ, respectively. These values meet the recommended threshold of 0.70 suggested by Cohen, Manion, and Morrison (2018), confirming that the instruments were reliable for data collection. Data were analyzed using SPSS version 26. Regression analysis was conducted, with correlation coefficients (r) used to address the research questions and analysis of variance (ANOVA) applied to test the hypotheses at the 0.05 significance level. The correlation coefficients were interpreted according to Nwana (1979): 0.00–0.20 as very low, 0.20–0.40 as low, 0.40–0.60 as medium, 0.60–0.80 as high, and 0.80–1.00 as very high. Hypotheses were tested using p -values, with $p < 0.05$ considered statistically significant.

Results

Research Question 1: What is the predictive power of school connectedness on resilience among students with hearing impairment in Osun and Oyo States?

Table 1: Linear regression analysis of the predictive power of school connectedness on resilience among students with hearing impairment

Model	N	R	R ²	Adjusted R ²
1	293	0.61	0.373	0.371

Note: N=Number of Respondents, R=Correlation coefficient, R²=Coefficient of determination

The results presented in Table 1 indicate that the correlation coefficient (R) between school connectedness and student's resilience was 0.61, suggesting a strong positive relationship between the two variables among secondary school students with hearing impairment. The corresponding coefficient of determination (R^2) was 0.373, indicating that 37.3% of the variation in students resilience can be explained by school connectedness. This also implies that the remaining 62.7% of the variation is influenced by factors other than school connectedness. In summary, school connectedness accounted for 37.3% of the differences in resilience among students with hearing impairment in Osun and Oyo States.

Hypothesis 1: The predictive power of school connectedness on resilience among students with hearing impairment in Osun and Oyo States is not statistically significant.

Table 2: ANOVA F-test of no significant predictive power of school connectedness on resilience among students with hearing impairment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4414.704	1	4414.704	172.989	0.00
Residual	7426.347	291	25.520		
Total	11841.051	292			

$\alpha = 0.05$, Df= Degree of freedom

The results in Table 2 indicate an F-ratio of 172.989 with a corresponding probability value of 0.00. This probability was compared to the 0.05 significance level set for hypothesis testing and was found to be significant, leading to the rejection of the null hypothesis. This result suggests that the predictive effect of school connectedness on resilience among students with hearing impairment in Osun and Oyo States is statistically significant. In practical terms, it indicates that school connectedness can serve as a reliable predictor of resilience for these students.

Research Question 2: What is the predictive power of perceived classroom support on resilience among students with hearing impairment in Osun and Oyo States?

Table 3: Linear regression analysis of the predictive power of perceived classroom support on resilience among students with hearing impairment

Model	N	R	R ²	Adjusted R ²
1	293	0.64	0.404	0.402

Note: N=Number of Respondents, R=Correlation coefficient, R²=Coefficient of determination

The results in Table 3 indicate that the correlation coefficient (R) between perceived classroom support and students' resilience was 0.64, indicating a strong positive relationship between the two variables among secondary school students with hearing impairment. The associated coefficient of determination (R²) was 0.404, showing that 40.4% of the variation in students' resilience can be explained by perceived classroom support. This also suggests that the remaining 59.6% of the variation is influenced by factors other than perceived classroom support. In summary, perceived classroom support accounted for 40.4% of the differences in resilience among students with hearing impairment in Osun and Oyo States.

Hypothesis 2: The predictive power of perceived classroom support on resilience among students with hearing impairment in Osun and Oyo States is not statistically significant.

Table 4: ANOVA F-test of no significant predictive power of perceived classroom support on resilience among students with hearing impairment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4788.049	1	4788.049	197.550	0.00
Residual	7053.002	291	24.237		
Total	11841.051	292			

$\alpha = 0.05$, Df= Degree of freedom

The results in Table 4 indicate an F-ratio of 197.550 with a corresponding probability value of 0.00. This probability was compared to the 0.05 significance level set for hypothesis testing and was found to be significant, leading to the rejection of the null hypothesis. This finding suggests that the predictive effect of perceived classroom support on resilience among students with hearing impairment in Osun and Oyo States is statistically significant. In practical terms, it indicates that perceived classroom support can be used to predict resilience in these students.

Research Question 3: What is the joint predictive power of school connectedness and perceived classroom support on resilience among students with hearing impairment in Osun and Oyo States?

Table 5: Multiple linear regression analysis of the joint predictive power of school connectedness and perceived classroom support on resilience

Model	N	R	R ²	Adjusted R ²
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1	293	0.69	0.469	0.465
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Note: N=Number of Respondents, R=Correlation coefficient, R^2 =Coefficient of determination

The results in Table 5 indicate that the correlation coefficient (R) between the combined effect of school connectedness and perceived classroom support and students' resilience was 0.69, reflecting a strong positive relationship between these combined factors and resilience among secondary school students with hearing impairment. The corresponding coefficient of determination (R^2) was 0.469, indicating that 46.9% of the variation in students' resilience can be explained by the combined influence of school connectedness and perceived classroom support. This also suggests that the remaining 53.1% of the variation is due to other factors. In summary, school connectedness and perceived classroom support together accounted for 46.9% of the differences in resilience among students with hearing impairment in Osun and Oyo States.

Hypothesis 3: The joint predictive power of school connectedness and perceived classroom support on resilience among students with hearing impairment in Osun and Oyo States is not statistically significant.

Table 6: ANOVA F-test of no significant joint predictive power of school connectedness and perceived classroom support on resilience among students with hearing impairment

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5551.975	2	2775.988	128.006	0.00
Residual	6289.076	290	21.686		
Total	11841.051	292			

$\alpha = 0.05$, Df= Degree of freedom

The results in Table 6 show an F-ratio of 128.006 with a corresponding probability value of 0.00. This value was compared to the 0.05 significance level used for hypothesis testing and was found to be significant, leading to the rejection of the null hypothesis. This indicates that the combined predictive effect of school connectedness and perceived classroom support on resilience among students in Osun and Oyo States is statistically significant. In practical terms, it suggests that the joint influence of school connectedness and perceived classroom support can be used to predict resilience among students with hearing impairment in these states.

Discussion of the Findings

The study revealed a strong positive relationship between school connectedness and resilience among secondary school students with hearing impairment. This indicates that students who feel more connected to their school environment tend to exhibit higher levels of resilience. The coefficient of determination showed that school connectedness accounted for 37.3% of the variation in resilience among these students, demonstrating its significance as a predictor. Hypothesis one was confirmed, showing that the predictive power of school connectedness on resilience is statistically significant. This finding is plausible because when students with hearing impairment experience a sense of belonging, safety, and recognition within their school, they are better able to cope with challenges and engage positively in learning, which strengthens their resilience. These results align with existing research. For example, Oldfield, Stevenson, Ortiz, and Haley (2018) demonstrated that school connectedness serves as a protective factor for mental health, especially for adolescents at risk due to weak parental attachment, and can predict resilience against psychological difficulties. Similarly, Orozco-Solís, Bravo-Andrade, Ruvalcaba-Romero, and Alfaro-Beracoechea (2021) reported moderate positive relationships between school connectedness and resilience. Frydenberg (2018) also highlighted school connectedness as a foundational component for well-being and resilience, closely tied to a sense of school

belonging and higher levels of psychological functioning. These studies support the present finding that a supportive school environment plays a vital role in fostering resilience among students with hearing impairment.

The study also found a strong positive relationship between perceived classroom support and resilience. This suggests that students who perceive higher levels of support in their classrooms are more likely to demonstrate resilience. The coefficient of determination indicated that perceived classroom support explained 40.4% of the variation in resilience among students with hearing impairment. Hypothesis two was confirmed, showing that the predictive effect of perceived classroom support is statistically significant. This finding is understandable because supportive teacher behaviours, appropriate instructional adjustments, and peer collaboration can all enhance students' capacity to cope with challenges. This result is consistent with prior research. Kaur and Fatima (2022) found significant positive correlations between multiple dimensions of the classroom learning environment including student cohesiveness, teacher support, involvement, inquiry, task orientation, cooperation, and equity and resilience among undergraduates. Thompson (2021) also demonstrated that a supportive learning environment positively affects academic resilience, while Frisby, Hosek, and Beck (2020) reported a significant association between peer connectedness and academic resilience. Additionally, Lazarides and Raufelder (2017) found that student-perceived competence support predicted academic effort levels. These findings collectively reinforce the present result that perceived classroom support significantly predicts resilience, highlighting the importance of nurturing classroom environments in helping students manage stress and challenges.

The study further showed a strong positive relationship between the combined effect of school connectedness and perceived classroom support and resilience. The coefficient of determination revealed that together these factors explained 46.9% of the variation in resilience among students with hearing impairment, meaning nearly half of the differences in resilience can be attributed to students' sense of connection to school and perceived classroom support. Hypothesis three was confirmed, indicating that the joint predictive effect is statistically significant. This suggests that school connectedness and classroom support work synergistically to enhance resilience. This outcome is reasonable, as feelings of attachment to the school environment, combined with supportive teacher behaviours, can strengthen coping abilities in hearing-impaired students. These findings are supported by earlier research. Lazarides and Raufelder (2017) showed that student-perceived competence support predicts academic effort, while Thompson (2021) found that supportive learning environments enhance academic resilience. Hamdaqa (2020) demonstrated that emotional support significantly affects academic performance, personal behaviour, social interactions, and environmental engagement. Kennebeck (2019) also emphasized that a supportive classroom boosts student's sense of belonging and motivation, promoting resilience in the face of challenges. Overall, the current findings confirm that a combination of school connectedness and perceived classroom support provides a protective, resilience-enhancing effect for students with hearing impairment, highlighting the importance of nurturing and supportive educational environments.

Conclusion

The present study investigated school connectedness and perceived classroom support as predictors of resilience among students with hearing impairment in Osun and Oyo States. Based on the findings of the study, it was concluded that both school connectedness and perceived classroom support are significant predictors of resilience among students with hearing impairment. This entails that students who feel emotionally

attached to their school environment and receive adequate academic and socio-emotional support from teachers and peers tend to cope better with challenges. The finding also concludes that the combination of these variables strengthens the quality of school relationships and classroom support which is essential for improving the resilience and overall well-being of students with hearing impairment in Osun and Oyo States.

Educational Implications of the Study

The findings of this study have implications for school administration and instructional practices. First, the significant predictive power of school connectedness on student's resilience implies that schools must intentionally create a welcoming, inclusive, and emotionally safe environment where students with hearing will feel valued and supported. Secondly, the significance of perceived classroom support implies that teachers are central to building resilience. Thirdly, the joint predictive power of the predictors indicates that resilience-building requires a whole-school approach rather than isolated interventions.

Recommendation

Based on the findings, the following recommendations were made:

1. School administrators should implement school connectedness activities such as mentorship programmes, inclusive school clubs, peer-support groups, and accessible school events that foster a sense of belonging among students with hearing impairment.
2. Teachers should use communication-friendly strategies such as visual aids, sign language, seating arrangements that enhance visibility, and consistent emotional encouragement to improve student's perception of classroom support.
3. Training workshops should be organized regularly to equip teachers with competencies in special and inclusive education, sign language proficiency, emotional intelligence, and resilience-building strategies tailored for students with hearing impairment.

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