Asian J. Adv. Basic Sci.: **2018, 6***(2)*, 52-56
ISSN (Print): 2454 – 7492
ISSN (Online): 2347 – 4114
www.ajabs.org

Study Habits and Academic Achievement in School Children with Disabilities

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(Received 27 Nov, 2018; Accepted 26 Dec, 2018; Published 28 Dec, 2018)

ABSTRACT: The study habits and academic achievement of 90 children with disabilities was examined. The disabilities included visual, hearing and orthopedic impairments. The sample was selected purposively from various government and private schools in Kashmir. Test of study habits and attitudes devised by Dr. C. P. Mathur (2005) was used to ascertain the study habits in the study group. The percentage of annual examination marks were taken as an index for academic achievement. Mean, Standard Deviation (SD) and t-test for significance of difference between means were the statistical measures used to draw the logical inferences from the analysis. The inferences showed better study habits in hearing impaired children in comparison to visually impaired and orthopedically crippled children. However, all the three categories of disability were found to have below average academic achievement.

Keywords: Academic achievement; children; disabilities and study habits.

INTRODUCTION: Learning is a task that requires attention, interest and time. To grow and become erudite one needs to adopt an appropriate strategy for learning and this could be possible by adopting and practicing appropriate study habits. Study habits are the strategies that aid learning and appropriate study habits have a role to play in better academic achievement. Adoption of the study habits is a basic requirement for the students. Our schools are providing education to the typically normal as well as the children with one or the other disability. Generally the educable disabled children are found in the schools who seek education along with their normal counter parts. Definitely children with disabilities vary in their abilities to learn and adjust in the society, but adoption of suitable and regular study habits undoubtedly help in enhancing their pace of learning, attention/ retention span and efficiency.

Nazir S. (2018) analyzed the study habits as a determinant of academic performance in 180 physically challenged and 180 normal school going children selected through purposive sampling technique from various private and government schools of rural and urban areas in the state of Jammu and Kashmir (India). Test of study habits and attitudes devised by Dr. C. P. Mathur in 2005 was employed to collect the required data. Mean, Standard Deviation (SD) and t-test for significance of difference between means were the statistical measures used to draw the logical inferences from the analysis. The results revealed that the normal school going children had better study habits and splendid academic achievement than their physically challenged counterparts.

Rabia et al. (2017) examined the association between study habits and academic performance of 270 students using chi-square test. The findings revealed a significant relationship between study habits and academic performance of the study group.

Wasielewski (2016) studied the academic performance of students with disabilities in Higher Education in comparison to their counter parts at a small Catholic liberal arts college. Results revealed that students without disabilities had significantly higher academic performances than students with disabilities as measured by grade point averages. Female students without disabilities outperformed female students with disabilities as measured by end-of-semester and cumulative grade point averages. However, male students without disabilities did not outperform male students with disabilities.

Lawrence (2015) examined the relationship between study habits and academic achievement of higher secondary school students with reference to the background variables. The research was based on survey method. Data for the study were collected from 300 students in 13 higher secondary schools using Study Habits Inventory by V. G.. Anantha (2004) and the Quarterly Achievement Test Questions. The significant difference between the means of each pair of group was computed using SD, 't' test, ANOVA and Pearson's Co-efficient Correlation. The finding indi-

cated no significant difference between study habits and academic achievement of higher secondary school students.

Pandit et al. (2012) assessed self-concept, level of aspiration and academic achievement of 300 students (150 physically challenged) and (150 physically normal) students at secondary level in district Baramulla. Sagar and Sharma's Self-Concept Inventory and Mahesh Bhargava's and M. A. Shah's level of Aspiration Scale were used as tools to collect the data. The findings revealed that physically normal students had high academic achievement than the physically challenged students.

Advokat et al. (2010) examined the relationship between ADHD (Attention Deficit Hyperactivity Disorder) medications, study habits, and academic achievement of 92 ADHD diagnosed undergraduates in comparison to the 143 control students. Most ADHD believed they were worse than other students at planning and completing assignments and avoiding distractions. Although most study habits of ADHD students did not differ from controls, their high school and college GPA (grade point average) and ACT scores were significantly lower, and they withdrew from significantly more classes than did control students. Interestingly, preliminary data suggested that good study habits alone, even without stimulants, could overcome the achievement disparity of ADHD students.

Gallo (2007) "Books yield their best to you, if you read them at the age at which each particular masterpiece can ideally be chewed and digested." There is little knowledge about every day reading practices of tertiary education students and how these practices affect their academic achievement.

The objective of this investigation is to study and compare the study habits and academic achievement in visually impaired, hearing impaired and orthopedically crippled school children.

METHODOLOGY: This investigation adopted a descriptive survey research design. The study was conducted on 6th, 7th, 8th and 9th standard visually, hearing and orthopedically impaired school children selected from various private and government schools of Kashmir in year 2018. The size of the sample was 90 (30 visually impaired, 30 hearing impaired and 30 orthopedically crippled). Test of study habits and attitudes devised by Dr. C. P. Mathur in 2005 was the tool used in the investigation. This test contains 60 items seeking answers in Yes, Doubtful and No. These items are based on the areas as Attitude towards teachers, Home Environment, Attitude towards Education, Study Habits, Mental Conflict, Concentration, Home Assignment, Self Confidence and Examination. Academic achievement was assessed by considering the previous annual examination scores. Data were analyzed using SPSS software version 16. Mean, standard deviation (SD) and t-test for significance of difference between means were the statistical techniques used.

Table 1: Areas and items in the test of study habits and attitudes.

SN	AREAS	No. of items	SN of Items in the Test	%age
1	Attitude towards teachers	5	2,16,21,32,39	8
2	Home Environment	4	1,30,35,46	7
3	Attitude Towards Education	3	28,50,53	5
4	Study Habits	20	4,5,6,7,9,11,12,15,17,19,22,25,34,38,40,44,51,55,58	33
5	Mental Conflict	4	20,33,43,45	7
6	Concentration	9	8,13,18,24,26,36,41,47,49	15
7	Home Assignment	4	14,23,42,54	7
8	Self Confidence	3	3,29,48	5
9	Examination	8	10,27,31,37,56,57,59,60	13
	Total	**60**	**60**	**100**

SN: Serial Number

RESULTS AND DISCUSSION: Significance in mean study habits and academic achievement scores of the study group was determined by using t-test. Details have been presented in the tables presented below:

The mean comparison of the data in table 2 indicates that visually impaired and hearing impaired school children differed significantly on attitude towards teachers and education (ATT & E) and study habits and home assignments (SH & HA). In comparison to hearing impaired school going children, the visually

impaired school going children had good attitude towards teachers and education (ATT & E) and study habits and home assignments (SH & HA). However, the two groups did not differ significantly on rest of the four dimensions of study habits i.e., home environment (HE), mental conflict (MC), examination and concentration (E & C) and self-confidence (SC).

Table 3 reveals the mean comparison of visually impaired and hearing impaired school children. The findings indicated no significant difference in the two groups on academic achievement. Academic achievement of visually impaired and hearing impaired school children was more or less the same.

Table 2: Mean Comparison of Visually Impaired and Hearing Impaired School Children on Study Habits (N=60 each).

Dimensions	Groups	Mean	S.D.	t-Value	Level of Significance
ATT &E	VI	3.80	0.77	2.13	S (0.05 level)
	HI	4.08	0.67		
HE	VI	1.46	0.50	0.14	NS
	HI	1.48	0.72		
SH&HA	VI	11.43	1.79	6.35	S (0.01 level)
	HI	9.8	1.58		
MC	VI	1.06	0.73	0.98	NS
	HI	1.20	0.75		
E&C	VI	8.4	1.35	0.67	NS
	HI	8.5	1.06		
SC	VI	1.31	0.67	0.78	NS
	HI	1.21	0.71		
Total	VI	27.50	3.21	2.68	S (0.01 level)
	HI	26.10	2.58		

VI = Visually impaired; HI= Hearing Impaired; ATT & E=Attitude towards Teachers &Education; HE= Home Environment; SH & HA=Study habits & Home environment; MC= Mental Conflict; E & C=Examination & Concentration; SC=Self confidence; NS= Not Significant; S= Significant

Table 3: Mean Comparison of Visually Impaired and Hearing Impaired School Children on Academic Achievement (N=60 each).

Groups	Mean	S.D.	t-value	Level of Significance
VI	43.75	10.48	0.80	NS
HI	41.97	13.94		

VI=Visually Impaired; HI= Hearing impaired

The data presented in table 4 highlighted the existence of significant difference in the visually impaired and orthopedically crippled school going children on attitude towards teachers and education (ATT&E), study habits and home assignments (SH & HA), mental conflict (MC) and self-confidence (SC). In comparison to the orthopedically crippled school children, the visually impaired children had good attitude towards teachers and education (ATT & E) better study habits and home assignments(SH & HA),less mental conflict (MC) and more self-confidence(SC) However, the two groups did not differ significantly on home environment (HE) and examination and concentration (E & C).

Table 5 reveals the mean, SD and t-value comparison of visually impaired and orthopedically crippled school going children on academic achievement. The results indicated no significant difference in the two groups i.e., visually impaired and orthopedically crippled school going children on academic achievement.

Table 4: Mean Comparison of Visually Impaired and Orthopedically Crippled School Children on Study Habits (N=60 each).

Dimensions	Groups	Mean	S.D.	t-value	Level of Significance
ATT &E	VI	3.80	0.77	2.63	S (0.01 level)
	OC	3.43	0.74		
HE	VI	1.46	0.50	1.66	NS
	OC	1.30	0.59		
SH&HA	VI	11.43	1.76	6.29	S (0.01 level)
	OC	9.35	1.85		
MC	VI	1.06	0.73	6.53	S (0.01 level)
	OC	2.01	0.85		
E&C	VI	8.43	1.35	1.30	NS
	OC	8.10	1.44		
SC	VI	1.31	0.67	3.22	S (0.01 level)
	OC	0.95	0.56		
Total	VI	27.50	3.21	3.92	S (0.01 level)
	OC	25.10	3.48		

VI= Visually impaired; OC= orthopedically crippled; ATT &E=Attitude towards Teachers &Education; HE= Home Environment; SH&HA=Study habits & Home environment; MC= Mental Conflict; E & C=Examination & Concentration; SC= Self confidence; NS= Not Significant; S= Significant

Table 5: Mean Comparison of Visually Impaired and Orthopedically Crippled School Children on Academic Achievement (N=60each).

Groups	Mean	S.D.	t-value	Level of Significance
VI	43.74	10.48	0.43	NS
OC	42.90	10.70		

VI=Visually Impaired; OC= Orthopedically Crippled; NS = Not Significant

Table 6 : Mean Comparison of Hearing Impaired and Orthopedically Crippled School Children on Study Habits (N=60 each).

Dimensions	Groups	Mean	S.D.	t-value	Level of Significance
ATT &E	HI	4.08	0.67	5.02	S (0.01 level)
	OC	3.43	0.74		
HE	HI	1.48	0.72	1.51	NS
	OC	1.30	0.59		
SH&HA	HI	9.48	1.58	0.42	NS
	OC	9.35	1.85		
MC	HI	1.20	0.75	5.55	S (0.01 level)
	OC	2.01	0.85		
E&C	HI	8.58	1.06	2.08	S (0.05 level)
	OC	8.10	1.44		
SC	HI	1.21	0.71	2.26	S (0.05 level)
	OC	0.95	0.56		
Total	HI	26.10	5.49	1.78	NS
	OC	25.10	6.03		

HI= Hearing impaired; OC= Orthopedically Crippled; ATT & E=Attitude towards Teachers & Education; HE= Home Environment; SH & HA=Study habits & Home environment; MC= Mental Conflict; E & C=Examination & Concentration; SC= Self confidence; S= Significant; NS= Not Significant

Significant difference in the hearing impaired and orthopedically crippled school going children on attitude towards teachers and education (ATT & E), mental conflict (MC), examination and concentration (E & C) and self-confidence (SC) is indicated in table 6. In comparison to the orthopedically crippled school going children, the hearing impaired school going children had good attitude towards teachers and education (ATT & E), less mental conflict (MC), better examination and concentration (E & C) and more self-confidence (SC). However, the two groups did not differ significantly on home environment (HE) and study habits and home assignments (SH & HA).

Table 7: Mean Comparison of Hearing Impaired and Orthopedically Crippled School Going Children on Academic Achievement (N=60each).

Groups	Mean	S.D.	t-value	Level of Significance
H I	41.93	13.94	0.42	NS
OC	42.92	10.70		

HI=Hearing Impaired; OC=orthopedically Crippled; NS= Not Significant

The above table shows the mean, SD and t-value comparison of hearing impaired and orthopedically crippled school going children on academic achievement. Data shows that hearing impaired school going children did not differ significantly from the orthopedically crippled school going children on academic achievement.

CONCLUSION: The findings of the study inferred that hearing impaired school children exhibited better study habits in comparison to the visually impaired and orthopedically crippled children. However, not all visually impaired children were found to practice poor study habits. Although there were variations in the study routine of visually impaired, hearing impaired and orthopedically crippled children, no significant difference was found in the academic achievement of the three categories. It was below average in all.

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