

Influence of Study Habits on Scholastic Achievement of Children with Visual Impairment

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ABSTRACT

Visually handicapped is considered as a low prevalence handicapping condition existing in approximately one in every 1000 school children population. But as per the National Sample Survey Organization the visually handicapped in India are nearly 4.005 million in chronological age of 0-14 which constitutes 0.3 percent of school children. In India, not more than 5 percent visually handicapped children receive education. A much smaller fraction of our blind adults achieve economic independence. Most of the institutions for visually handicapped are largely urban based. It is found that more than 80 percent of our blind people live in rural areas, where practically no rural services exist for them. There is urgent need to devote large resources for the development of services to the blinds in the rural areas. When vision of a person is so handicapped or impaired that to see the "E" clearly he has to come within 20ft. of it or nearer, he is then considered legally blind. His vision is assessed as 20/200 in the better eye. It simply means a legally blind person sees something at 20 ft. distance which can be seen by a normal at 200 ft. easily. Present study is carried out in 6 districts of Andhra Pradesh.

Key words: Study Habits, Scholastic Achievement, Children with Visual Impairment.

Introduction

The children are partially sighted whose visual acuity does not exceed 20/70. Visual impairment is a condition in which a student's vision is deficient to such a degree that it significantly affects his school functioning. Another description may also be used to classify an individual as blind. If the visual field is severely limited, that person may be considered blind even if visual

acuity is better than 20/200. This visual field limitation is often called tunnel vision.

The education not only impacts on human development and economic growth, but also is the fundamental requirement of democracy. Through education people become more responsible and informed citizens, and have a voice in politics and society, which is essential for sustaining democracy.

It is essential for eradicating poverty and it allows people to be more productive playing greater roles in economic life and earning a better living..

Need and Significance of the Study

Many studies are conducted on scholastic achievement of the students in relation to their intelligence, self-concept, self-esteem, emotional maturity, adjustment, coping styles, time perception, etc. Very little research is conducted on the emotional intelligence of children with visual impairment in relation to their home environment and study habits. In the light of the observations and also the literature available the researcher is prompted to undertake a study to find out whether there is any relationship between the emotional intelligence, home environment and study habits on scholastic achievement of the children with visual impairment.

Academic Achievement has become an index of child's future in this highly competitive world. Academic achievement has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures.

Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations (Lent et al, 2000).

Achievement is influenced by personality, motivation, opportunities, education and training. There are several other factors also which influence the academic achievement of student like study habit, self concept, socio economic status, intelligence, etc., adjustment to life.

Statement of the study

The present study is on the research topic entitled *“Influence of Study Habits on Scholastic Achievement of Children with Visual Impairment.”*

Objectives of the study:

- To assess the study habits and scholastic achievement of the children with visual impairment.
- To assess scholastic achievement in relation to location, gender, management and medium
- To find out the association between Study habits and scholastic achievement.

Research Design:

According to the Objectives, this study demands survey method of descriptive research. The main concern of this method was to describe record, analyze and interpret the data and conditions existing in the target group. Under this method, descriptive information is obtained from the target population, namely a group of Children with Visual Impairment. The obtained information was analyzed and data was interpreted to know the condition of target group and to illuminate important educational issues. Survey method has been employed to study the influence of Emotional Intelligence, Home Environment and Study Habits on Scholastic

Achievement of Children with Visual Impairment. Basic instrument of survey method is assumption i.e., a set of questions printed or typed in a definite order on a form or set of forms. The respondents have to answer the question on their own. Researcher had to carefully determine exactly about the type of questions, items of questions, sequence of questions. In present study the method was used to obtain information about.

1. Study Habits among Children with Visual Impairment.

Universe:

All Blind schools were residential schools. The list of residential schools for visual impairment was procured from two organizations.

1. Government
2. Non-Government.

1. Government: The list of residential schools was collected from Disabled functioning under control of Commissioner, welfare of disabled & senior citizens Andhra Pradesh, Hyderabad.

2. Non-Government: The list of NGO's residential schools under Deendayal disabled rehabilitation scheme provided was collected from Commissioner disabled welfare, Andhra Pradesh, Hyderabad.

There are 23 districts in the state of Andhra Pradesh. Most of the districts, they are blind schools. Blind students studying in 8th & 9th class constituted the universe of the study. The present study carried out in six districts of Andhra Pradesh state. They were namely Hyderabad, Ranga Reddy, Nalgonda, Mahaboob Nagar, Warangal and Karimnagar.

Total population of Visual Impairment children in Andhra Pradesh=2670

Six districts Visual Impairment children =1278

Sample:

Survey method was adopted. Sample was selected in three phases.

1. Selection of districts
2. Selection of schools (Government & NGO's)
3. Selection of students (8th & 9th)

All the above phases in sample selection is discussed below.

Selection of districts: In Andhra Pradesh there are 23 districts. Out of which 6 districts were chosen viz. Hyderabad, Ranga Reddy, Nalgonda, Mahaboob Nagar, Warangal and Karimnagar.

Selection of schools: All Blind schools were residential schools. Since the main purpose of the study was to find out the influence of Emotional Intelligence, Home Environment, Study habits on scholastic achievement of children with visual impairment. It was felt necessary that the study include those residential schools. All residential schools in six districts were taken into consideration for the study.

Selection of students: Students were selected from 6 schools. From each school all students studying in 8th & 9th class were selected. Thus, total students sample was 200.

Tools of the study:

Tools were used for obtaining information on different variables of the study. These tools were selected with the purpose of procuring as much information as possible. On each question from all population related to this study all the tools that were used in study were as follows.

1. Personal data sheet.
2. Study Habits Inventory.

Personal data sheet:

Personal data sheet was constructed to obtain personal data of the students. It consists of the following items.

Name of the Student, Location of the School, Class, Age, Class, Category, Type of School Management, Medium of Instruction, Fathers Educational Qualifications, Mothers Educational Qualifications, Fathers Occupation, Mothers Occupation, Parental Income

Palsane and Sharma Study Habits Inventory (PSSHI):

Palsane & Sharma Study Habits Inventory (1997): The tool was developed by Palsane and Sharma (1989), which was standardized with the purpose to assess the study habits. The scale has 45 items which is broken up into 8 were as such as budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examination and health. There were 34 positive items and 11 negative items

Areas of Study Habits

The study habits of the individual cover mainly the reading habits, learning techniques, memory, time-schedule, physical conditions, examination, evaluation, etc. The items of the inventory being to the following eight areas i.e., *Budgeting time, Physical conditions for study, Reading ability, Note Taking, Factors in learning motivation, Memory, Taking examinations, Health.*

Limitation of the study

- i) This study has been confined to six districts of Andhra Pradesh i.e., Hyderabad, Ranga Reddy, Nalgonda, Mahaboob Nagar, Warangal and Karimnagar.
- ii) The study was limited to the Residential Blind schools.
- iii) The study was limited to Children with Visual Impairment
- iv) The study was limited to students studying in 8th & 9th classes.

Statistical Techniques Applied for Data Analysis

The data was collected and analyzed. The following statistical techniques were employed for the analysis of the data.

1. Mean and Standard deviation were calculated for the entire sample with respect to all variables.
2. 'Analysis of Variance' (ANOVA) was applied to test whether is any significant differences exist between dependent variables and independent variables.

The raw data obtained from the questionnaire were coded. All the calculations were done on the computer with the help of a Microsoft Excel and software package named as Statistical Package for Social Sciences (SPSS) IBM version 20.0 was used.

Major finding of the study

Based on the objectives and the tools with which Data was collected, finding of the present study.

General Information about Children with Visual Impairment

- ❖ **Location:** slightly more than half (54.5%) students were from urban location and the other students were from rural location.
- ❖ **Class:** more than half (54%) of the students were from 8th class and around half(46%) of the students were from 9th class.
- ❖ **Age:** it was found that majority (84%) of the students were in the age range between 13 to 16 years.
- ❖ **Gender:** around two third (63%) were boys and one third (37%) were girls.
- ❖ **Category:** it seems that half of the students belonged to BC, some belonged to SC and OC and few belonged to ST.
- ❖ **Management:** two thirds of the students were studying in NGO's and only one third were studying in Government schools.

- ❖ **Medium:** 60% of the students were from English medium and 40% students were from telugu medium.
- ❖ **Father Education:** among fathers, 36% were illiterates and among literates half of them studied up to primary level.
- ❖ **Mother Education:** among mothers, 60% were illiterates and literates (40%) of them studied up to primary level.
- ❖ **Father Occupation:** among fathers, one third were engaged in agriculture, some were labour
- ❖ **Mother Occupation:** among mothers, one third (34.5%) were house wives; some were engaged in agriculture and labour.
- ❖ **Parental Income:** majority of the parent's income was found to be in the range of Rs.5001 to 50,000 per month.

Study Habits of the Children with Visual Impairment

It was observed that more than half students had good study habits and below half students had moderate study habits; nobody was found with poor study habits.

Location Wise

It was observed that all the students were found to be with good Study Habits and among them the Study Habits of rural students was found to be better than urban students.

Gender Wise

It was observed that the study habits of Boys appear to be better than Girls.

Management Wise

It may be inferred that the Government School Students study habits appears to be better than NGO's School Students.

Medium Wise

It was observed that the Study Habits of Telugu Medium Students appears to be better than English Medium Students.

Father's Qualification Wise.

It was observed that all the Students were found to be with good study habits among them fathers with illiteracy and higher education students were found to be with relatively better Study Habits than others.

Mother's Qualification Wise

It was observed that all the Students were found to be with good study habits among them students whose mother's education is high the Study Habits found to be better than others.

Scholastic Achievement of students with Visual Impairment

It was observed that most (79%) of the students were average, 18% of the students were above average and only 3% of the students were below average.

Location wise

It was observed that all the students were found to be average in Scholastic Achievement and among them rural students were found to be better than urban students.

Gender wise

It was observed that all the students were found to be average in Scholastic Achievement and among them girls appear to be better than boys.

Management wise

It was observed that all the students were found to be average in Scholastic Achievement and among them the students of Government were found to be better than NGO's.

Medium wise

It was observed that all the students were found to be average in Scholastic Achievement and among them the students of Telugu Medium were found to be better than English Medium.

Correlation***Study Habits of students***

Students who had better study habits showed better performance in scholastic achievement and it is significant statistically. However the association appears to be low.

Conclusion:

In the given perspective, the present study has been rewarding experience in the field of special education with special reference to children with visual impairment. The study has clearly confirmed that influence of Study habits on scholastic achievement.

Good study habits lead better achievement. Study habits most of the students had good study habits and nobody was found with poor study habits, rural students was found to be better than urban students, boys appear to be better than girls, government school students study habits appear to be better than NGO's students, telugu medium students appear to be better than English medium students, students fathers with illiteracy and higher education were found to be with relatively better study habits than others.

Study habits whose mother's education is high the study habits found to be better than others.

Scholastic achievement, most of the students were average very less students were below average, rural students were found to be better than urban students, girls appear to be better than boys, government school students were found to be better than NGO's schools students, telugu medium students were found to be better than English medium students.

Educational Implications of the Study:

The following Educational Implications were formulated based on the findings.

1. Teachers training programmes should be reoriented according to the requirement of the Children with Visual Impairment.
2. Early detection, diagnosis and intervention are very essential to identify Children with Visual Impairment.
3. Government should take measures to improve the infrastructure and ambience in Blind Schools.
4. NGO's school authorities must cultivate healthy environment at school so that children's emotional intelligence can be enhanced to the maximum level.
5. Guidance and counseling centers should be established at each blind residential school. This will help the children to cope with negative emotions and develop positive emotions and become confident.
6. Parents training centres and guidance & counselling centres need to be established where parents, siblings and other members of the society can be taught the techniques of dealing with Visually impaired children.
7. Schools should conduct parent teacher meetings regularly, during meetings parents should be counselled towards providing congenial and better home environment to the children with Visual Impairment.

Suggestions for further study:

1. The study has been confined to six districts in Andhra Pradesh, namely Hyderabad, Ranga Reddy, Nalgonda, Mahabubnagar,

Warangal and Karimnagar, a similar study could be conducted in the other districts of Andhra Pradesh.

2. The study was confined to high school level only; similar study can be carried out for other level of education.
3. A comparison can also be made between those Children with Visual Impairment who study in special school and those who study in other schools with normal children.

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