

Study habits of children with visual impairment

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Abstract

Cultivation of proper study habits is the sole aim of education. In the field of education, habits of thinking regularly, proper reasoning, concentration on study and punctuality help the students in their proper academic achievement. Academic performance of any student is considered on the basis of their marks in the previous class which are attained on the basis of their academic skills. These academic skills can be achieved through the various habits including the study habits. The study habit may differ from student to student those differences can have a significant bearing on the totality of learning.

Sighted students may get attracted to different visual stimuli surrounding their home, school, library and other places where they wish to study, while a visually impaired child has less stimulation as compared to a sighted child due to lack of vision. Some of the experts in the field of visual impairment may assume that visually impaired students may concentrate better on their studies as the outer stimulation may not distract their concentration during study. On the other side some experts have different view in respect of their concentration. Due to lack of one sense (vision) they try to utilize their remaining senses more and more; therefore they may be deeply involved in their studies.

Keywords: children, education, vision

1. Introduction

Education is undoubtedly the greatest instrument which the men have devised for his own progress. Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. It was specified by the Kothari Education Commission that 'the destiny of India is now being shaped in her classrooms'. Through education alone the necessary changes in the knowledge, skills, interests and values of the people as a whole could be brought about, which is basic to every programme of social and economic betterment of people, of which India stands in need. The all the said goals may be acquired only when the children have the good study habit. The study habit may be defined as "the act or process of applying the mind so as to acquire knowledge or understanding, as by reading, investigating, etc, or careful attention to, and critical examination and investigation of, any subject, event, etc." This statement clearly stated that study is an intellectual activity involving the application of our minds for the purpose of gaining knowledge or understanding. Habit is something which is acquired through repetitions. It is semi-mechanical and automatic. Habit is something that is done on a scheduled, regular and planned basis that is not regulated to a second place or optional place in one's life. On the basis of the said statement it can be said that the study habits are learning tendencies that enable students to work privately and good study habit produces positive academic performance. Study habits may be measured through the number of hours devoting in study, frequency of the study habit, concentration in the study, ability of comprehension in the study, orientation of task etc. The effect of reading habits may also be measured through reports, examinations, assessment and rating. Student's attitude and study habit towards any subject

has been described as a function of their belief about the subject and implicit evaluative response with those beliefs. Griggs (1991) also stated that "Students who discover and understand their personal learning styles can often do apply such information with great success and enthusiasm." Thus attending to good study habits can be an ongoing consideration and aid in attacking new or difficult learning situations and the processing of information. Studying efficiently and being focused with no distractions are good study habits which minimize studying time by a lot, and increase comprehension.

The concept of study habit is broad as it combines nearly all other sub-topics under it such as attitude, method and skills towards study. Study method is the knowledge and application of effective study skills or techniques by students. Several study methods have been identified. These study methods include Know-What-Learn (K-W-L), Survey-Question-Read-Recite-Review (SQ3R), Summarizing and note-taking, Using graphics and self-questioning etc. The study habit may be affected from the student's attitude toward the specific act or topic or subject.

2. Objectives

- To study the level of study habits of visually impaired students studying in special schools at senior secondary level.
- To study the level of study habits of sighted students studying in regular schools at senior secondary level.
- To compare the study habits of visually impaired students and sighted students on the basis of their educational setting.
- To study the study habits of visually impaired students and sighted students on the basis of gender.
- To study the study habits of visually impaired and

sighted students on the basis of their residential status.

3. Research Methodology

- **Method** - In the present study, the descriptive study is used by the investigator.
- **Universe** - In the present study the population considered was the special schools for the visually impaired students and general school for sighted students from Dehradun.
- **Sample** - The investigator selected the sample from special schools for the visually impaired children and regular schools for sighted children purposely. In the present study the total number of students was 60. In which 30 students were visually impaired studying in special school and rest of 30 students were Sighted studying in regular school and these schools were situated in Dehradun, Uttarakhand.
- **Tools Used** - “Study habit inventory by M. Mukhopadhyay and D. N. Sansanwal”.

4. Interpretation and Discussion

Table 1: Comparison of study habits of Visually Impaired and Sighted students

Group	N	Mean	S.D.	T-value
Visually Impaired	30	100.6	10.666	1.724
Sighted	30	105.33	11.116	

The table mentioned above provides the information about Mean, Standard Deviation and T-Value of the study habits of visually impaired students studying in special school and sighted students studying in regular schools. The scores of the table facilitate to compare the study habits of these students. The scores of the said table indicate that the visually impaired students studying in special schools and sighted students studying in regular schools have insignificant difference in their study habits, as the T-Value 1.724 was found to be statistically insignificant at 0.05 level of confidence. Thus, confirming the insignificant difference in study habits among visually impaired students studying in special school and sighted students studying in regular schools. Therefore, the null hypothesis is accepted that there is no significant difference in the study habits of visually impaired students studying in special schools and sighted students studying in regular schools.

Table 2: Comparison of study habits of visually impaired and sighted students on the basis of gender

Group	N	Mean	S.D.	T-value
Male	30	102.8	10.755	0.721
Female	30	103.33	11.031	

The aforesaid table depicts the information about Mean, Standard Deviation and T-Value of the study habits of visually impaired and sighted male and female students studying in special schools and regular schools. The scores of the table facilitate to compare the study habits of visually impaired and sighted students on the basis of their gender. The scores of the said table indicate that these two groups have insignificant difference on their study habits, as the T-Value 0.721 was found to be statistically insignificant at 0.05 level of confidence, thus confirming the insignificant

difference found on study habits among visually impaired and sighted students on the basis of their gender. Therefore, the null hypothesis is accepted that there is no significant difference in the study habits of visually impaired and sighted students on the basis of their gender.

Table 3: Comparison of Study habits of visually impaired and sighted students on the basis of place of residence

Group	N	Mean	S.D.	T-value
Rural	39	105.718	8.738	2.525
Urban	21	98.142	11.876	

The above table represents the information about the mean, standard deviation and T-Value of study habits of visually impaired and sighted students on the basis of place of residence. The scores of the table facilitate to compare these two groups. The scores indicate that visually impaired and sighted students on the basis of place of residence have significant difference in their study habits, as the T-Value 2.525 was found to be statistically significant at 0.05 level of confidence, thus confirming that significant difference among visually impaired and sighted students on the basis of their place of residence. Therefore, null hypothesis is rejected that there is no significant difference in the study habits of visually impaired and sighted students on the basis of their place of residence.

5. Discussion

It was observed by the researcher through interpretation of data that insignificant difference was found in the study habits of visually impaired students studying in special school and sighted students studying in regular schools. Thus, it can be said that the study habits of visually impaired students studying in special school and sighted students studying in regular school does not account educational setting i.e. special schools for the visually impaired children and regular schools for the sighted. This is somewhat contradictory observation to the general belief, that sighted students are better in their study habits as compared to visually impaired students. In this regard Erin, Jane N; Corn, Anne L. & Wolffe, Karen studied the learning and study strategies of secondary school students with visual impairment. They reported that the strategies used by students with visual impairments were found to be similar to those used by sighted students.

It was also seen by the researcher on the basis of interpretation of data that the insignificant difference was found in the study habit of male visually impaired and sighted students and female visually impaired and sighted students studying in special schools and regular schools. This is somewhat contradictory observation on general belief that female students are better in their study habits as compared to male students. According to Anton Aluja and Angel Blanch (2004), females showed better study habits than males.

Further it was seen from the interpretation done by the researcher that significant difference was found in the study habits of visually impaired and sighted students on the basis of place of residence and urban students have better study habits than rural students. This is somewhat contradictory observation to the general belief, that the study habits of visually impaired students studying in special school and sighted students studying in regular school does account

place of residence. It is the general belief that students from urban residence have better study habits than students from rural residence. According to K. Premalakshmi (2012), rural students exhibit lesser study habits when compared to the urban school students. It was, therefore, desirable to probe further in this area to arrive at some conclusive results.

6. Conclusions

The present study “A comparative study of study habits among visually impaired and sighted students” was conducted to identify the level of study habits of students with visual impairment studying in special schools and sighted students studying in regular schools. Due to lack of time the investigator could not study the large universe. Hence the study was limited to the schools situated in the state Uttarakhand. The questionnaire “Study habit inventory by M. Mukhopadhyay and D.N. Sansanwal” was adapted by the investigator to collect the sample from visually impaired and sighted students. In this test the investigator focused on some dimensions like comprehension, concentration, task orientation, sets, interaction, drilling, supports, recording and language of class 11th and 12th (senior secondary). On the basis of the data gathered, it can be concluded that there was no significant difference was found in the level of study habits among the visually impaired students studying in special school and sighted students studying in regular schools. It was also found that the gender does not affect the level of study habits of students at different educational settings i.e. special schools for visually impaired students and regular schools for sighted students. Further it was found that the locality of the residence of the sighted and visually impaired students studying in special schools and regular schools does affect the study habit of visually impaired students.

7. References

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