



Study Habits of Male and Female Hearing Impaired Students: A Comparative Study

KEYWORDS

Study Habits, Hearing Impaired Students.

B. Tamilarasi

Dr. (Mrs) D. Ushalayaraj

Ph.D., Research scholar, Institute of Advanced Study in Education, Saidapet, Chennai -15.

Member Collegiate Education, (In the Cadre of Joint Director), Teachers Recruitment Board, Chennai -6.

ABSTRACT

The objective of the study is to analyze and compare the study habits male and female of hearing impaired students. Normative Survey method was adopted and random sampling technique was employed with the sample size of 94 hearing impaired high school students, were randomly selected from the hearing impaired Schools in Vellore district of Tamilnadu. The Study Habit inventory was constructed and used as the Tool to collect the data. The analysis of data reveals that female hearing impaired students have better learning habits than their counterparts and male hearing impaired students have more memory retention ability. Influence of teachers and Parental support services in developing good study habits is found to be more among female students; Computer technology and peer group impact on Study Habits is higher among male than female hearing impaired students.

Introduction

Hearing impaired children need education like normal peers for their academic growth as well as for the development of their all-round personality. Their needs and problems are just different and special in comparison to their normal peers. They primarily lack in ability to use language and communication skills for educational purposes like their normal peers. Therefore, the utmost educational consideration for the hearing impaired children lies in necessity of helping in the development and use of the language and communication skills for their proper adjustment and educational progress. Every child needs a place to study regularly without any disturbances. Students approach to learning is highly specific with wide variation techniques. Study habits are most important for good academic performance.

All human beings have their special tendencies, pattern, thinking, imagination and ideas about a particular thing. Different individuals can behave in different manners in similar situation. This is due to the habit which an individual has developed. The behavior of every social animal is characterized by a bundle of habits. Different people have different type of habits in the field of education; one of the important habits is study habit. Formation of good study habits in school is the outcome of good guidance and counseling program. The formation of effective study habits will create the awareness of regular and steady learning.

Hearing Impairment

A hearing impairment is a hearing loss that prevents a person from totally receiving sounds through the ear. If the loss is mild, the person has difficulty in hearing faint or distant speech. A person with this degree of hearing impairment may use a hearing aid to amplify sounds. Hearing is one of the five senses that allow us to perceive sound. Hearing impairment, or hearing loss, occurs when one loses part or all of one's ability to hear. Other terms that are used to refer to hearing impairment are deaf and hard of hearing.

Hearing impairments are classified in terms of the severity and type of hearing impairment. The severity of the hearing impairment is categorized based on the minimum sound that can be heard with your better ear. The higher the decibel (dB), the louder the sound.

Study Habits – Operational Definition

Study habits refer to activities carried out by a learner during the learning process for the purpose of improving learning. The habit that an individual might have formed with respect to learning activities.

Study Habits is the basic features involved in the application of the mind to a problem or subject: the characteristic pattern which an

individual follows in learning about things and people; it is also the tendency of a pupil or student to study when an opportunity is given. Study Habits of Hearing Impaired students has been assessed by the Study Habits inventory which was constructed based on 6 dimensions viz. Learning Style, Role of Teachers, Memory retention ability, Role of Parents, Computer technology, Peer group influence.

Review of related literature

Nasir Sulman and Shaista Naz (2012) examined the relationship between study habits of deaf students and their performance in general science at matriculation level (class X). Two hundred and forty (240) students (forty from each school) were randomly selected from six segregated special schools located in the cosmopolitan city of Karachi. Study habits were measured by an instrument called 'Study Habits Inventory'. The students' performance in general science was measured by the average marks in the subject examinations of the students for three sessions (2009/2010, 2010/2011 and 2011/2012). The Pearson Product Moment Correlation Coefficient was used to analyze the data. The result of the hypothesis testing shows positive correlation between these two variables which is not significant at .05 level of significance. This means that there is a tendency for students who perform well in general science to have good study habits but this tendency is not significant.

Arul Lawrence A.S. (2013) had undertaken a study with the aim to probe the relationship between study habits and test anxiety of higher secondary students. In this normative study survey method was employed. The investigator used the simple random sampling technique. The sample consisted of 300 students from 10 higher secondary schools in Tirunelveli District. The investigator used the Study Habits Scale by Santhy, K. R. (2010) and Test Anxiety Scale by Sharma, V. P. (1997). For analyzing and interpreting the data the investigator used percentile analysis, standard deviation, t-test, and Pearson's product moment correlation as the statistical techniques. The findings show that (i) the level of study habits and test anxiety of the higher secondary students were moderate (ii) there was no significant relationship between study habits and test anxiety of higher secondary students.

Need and significance of the study:

Different people have different type of habits in the field of education; one of the important habits is study habit. Study habit is related to the ways one read. Reading means to bring about behavioural changes in an organism. Reading is concerned with intellectual and emotional growth and gets self-enlightenment. It is the best and simplest tool for modification of behaviour. It is true that qualitative improvement in the standard of education is consequent upon the formation of good study habits in school students. Formation of good study habits in school is the outcome of good guidance and counseling program.

The formation of effective study habits will create the awareness of regular and steady learning. Well-formed habits help the individual in his/her adjustment, future life and nation building. It also helps in making our life better and solved. Academic Achievement of each individual differs from each other as they have different habits of study. Good study habits help the students to choose particular profession of their choice and run their life smooth and happy.

The study habits are essential in the student's academic achievement and to acquire knowledge. If good study habits are inculcated at the earlier age of a child, in future they will face a competitive society with positive approach and successful manner. Managing time, using library and internet are the specific study habits are important for the students to make them more efficient. Study on Hearing Impaired student's study habits are yet to be undertaken not undertaken by many researchers. The Role of Parents, Teachers & Peer School in inculcating good study habits are important for differently abled persons. Hence it is considered relevant to analyse the study habits of hearing impaired students. In the light of this, the present study has been undertaken.

Objectives of the study

- To find out the study habits of male and female hearing impaired students with respect to dimensions of study habits.

1. Learning style
2. Role of teachers
3. Memory retention ability
4. Role of Parents
5. Computer technology
6. Peer group influence

- To compare the study habits of male and female hearing impaired students with respect to dimensions of study habits.

1. Learning style
2. Role of teachers
3. Memory retention ability
4. Role of Parents
5. Computer technology
6. Peer group influence

Hypothesis of the study

- There is no significant difference in the study habits of male and female hearing impaired students with respect to dimensions of study habits.

1. Learning style
2. Role of teachers
3. Memory retention ability
4. Role of Parents
5. Computer technology
6. Peer group influence

Method of Study

Survey method was employed to collect the data, describe and interpret study habits of high school hearing impaired students. Tool used

To assess the study habits of hearing impaired school students, study habits Questionnaire has been used. The study habits Questionnaire was developed and standardized by the investigator under the guidance of Research supervisor.

The study habits Questionnaire is of 41 statements based on 6 dimensions. Viz., Learning style, Role of teachers, Memory retention / retrieving ability, Role of Parents, Computer technology, Peer group influence. It's a rating scale with 4 alternatives i.e., always, often, sometimes, never has been used to collect data. The reliability of the tool was calculated using Spearman Brown's formula for split half

method and was found to be 0.876 that reveals that tool is highly reliable. The index of validity, which is the square root of reliability, was found to be 0.93 this shows that the tool is highly valid.

Sample of the study

Sample for the present study is 94 hearing impaired high school Students studying in Hearing Impaired schools who were randomly selected from Vellore district of Tamilnadu.

Statistical techniques used

Mean, standard deviation and t-test have been computed to test the hypotheses.

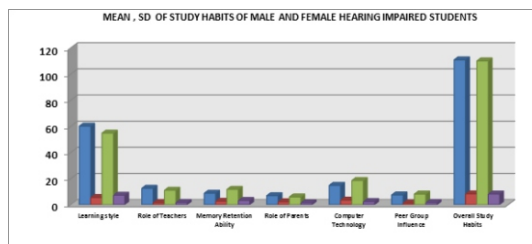
Table No 1
Comparison of Mean values of Study Habits of Male and Female Hearing Impaired Students

Dimensions of Study Habits	Female		Male	
	N=46		N=48	
	Mean	SD	Mean	SD
Learning style	60.08	5.50	54.75	7.21
Role of Teachers	12.54	1.53	11.04	1.70
Memory Retention Ability	8.76	2.58	11.70	3.23
Role of Parents	6.91	2.20	5.93	1.46
Technology	14.78	3.51	18.52	2.37
Peer Group Influence	7.45	1.20	8.14	1.61

Data analysis and interpretations

The study habits of both male and female Hearing Impaired Students are found to be moderate. No much difference in the overall mean score of study habits of both male and female Hearing Impaired Students with the mean value 110.00 and 110.78. But in the dimension Learning Style, Role of Teachers, Parent Support Services mean is higher for female candidates and in the dimensions of Memory Retention Ability, Technology usage and Peer influence male hearing impaired students mean is higher than their counterparts.

Figure .1
STUDY HABITS OF MALE AND FEMALE HEARING IMPAIRED STUDENTS



Testing of Hypothesis

- There is no significant difference in the study habits of male and female hearing impaired students with respect to dimensions.

1. Learning Style
2. Role of teachers
3. Memory retention ability
4. Role of Parents
5. Computer technology
6. Peer group influence

Table No 2
Study Habits of Female and Male Hearing Impaired Students with respect to Dimensions

Dimensions of variable	Female		Male		t-value	Level of significance
	N=46		N=48			
	Mean	SD	Mean	SD		
Learning Style	60.08	5.50	54.75	7.21	4.06	0.01

Role of Teachers	12.54	1.53	11.04	1.70	4.54	0.01
Memory Retention Ability	8.76	2.58	11.70	3.23	4.98	0.01
Parent Support Services	6.91	2.20	5.93	1.46	2.64	0.01
Computer Technology	14.78	3.51	18.52	2.37	6.23	0.01
Peer Group Influence	7.45	1.20	8.14	1.61	2.46	0.05

From the above table, it is found that for the dimension learning style the calculated t- value is greater than the table value, hence concluded that there is significant difference in learning style among hearing impaired students based on gender at 0.01 level and the null hypothesis is rejected. Female hearing impaired students have better learning style than male students.

For the dimension, role of teachers on study habits the t-value is significant at 0.01 level, hence the null hypothesis is rejected and concluded that , role of teachers on imparting study habits differ significantly between female and male children. Role of teachers on inculcating good study habits is found to more in the case of female hearing impaired children.

For the dimension memory retention ability among male and female hearing impaired, calculated t- value is greater than the table value, which reveals that there is significant difference in memory retention ability among hearing impaired students based on gender at 0.01 level. Hence the null hypothesis is rejected. Male hearing impaired students found to have more memory retention ability than female students.

For the dimension parental support services: The calculated t- value is greater than the table value which shows that, there is significant difference in parental among hearing impaired students based on gender at 0.01 level. Hence the null hypothesis is rejected. Hence it is concluded that study habits of female hearing impaired students are more influenced by parental support services than male students.

Calculated t- value is greater than the table value for the dimension computer technology which shows that there is significant difference in the study habits of male and female students by the influence computer technology. Hence the null hypothesis is rejected and interpreted that male hearing impaired students have more inclination towards the usage of computer technology than female students.

For the peer group influence on study habits it is seen that the calculated t- value is greater than the table value at 0.05 level, hence interpreted that there is significant difference in friends / peer group influence on study habits among hearing impaired students based on gender. Hence the null hypothesis is rejected. Comparison of mean values shows that male hearing impaired students have more friends / peer group influence on their study habits than female students.

Major findings

The study reveals that female hearing impaired students have better learning style, and the study habits of female candidates is more influenced by the role of teachers and parental support service than male students. The study also reveals that male hearing impaired students have more memory retention ability; influence of computer technology and friends / peer group is found to be more on their study habits compared to their counterparts. There is no significant difference in overall study habits among hearing impaired students based on gender.

Educational Implications

Teacher as a facilitator plays important role in the students learning. The hearing impaired school, administrators and policy makers of special education should systemize the study habits. The subject teachers can clarify their subject concerned doubts. The students must prepare a regular time table and follow the instructions given by teachers. Slowly education shifts from a process of knowledge transfer to one of knowledge development. It means that learning is

revisited into a much more energetic process where teachers and students work together in so-called learning communities.

The findings call for appropriate guidance and counseling to inculcate good study habits among children and to enhance their achievement.

Conclusion

The school can also conduct workshops and enrichment programmes for the development of the students. The special teachers have to put efforts to develop the good study habits of the hearing impaired students, to develop the quality of special education and to enhance the standards of special education.

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