STUDY HABITS, LOCUS OF CONTROL AND GENDER AS DETERMINANTS OF ACADEMIC ACHIEVEMENT OF STUDENTS WITH HEARING IMPAIRMENT IN TWO SOUTH-WESTERN STATES, NIGERIA.

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Abstract

The study examined study habits, locus of control and gender as determinants of academic achievement in English Language of students with hearing impairment in Lagos and Oyo States, Nigeria. Senior secondary students with hearing impaired in inclusive and integrated schools in the two states constituted the population of the study. The sample size of 278 participants was selected through multistage technique. The study adopted a descriptive survey research design. Study Habit Inventory, English Language Achievement Test and Locus of Control Scale with reliability of 0.73, 0.81 and 0.79 respectively were the instruments used to gather data for the study. The four research hypotheses raised were tested at 0.05 level of significance. Data gathered were analyzed using mean, standard deviation, t-test, Analysis of Variance and multiple regression analysis. The study revealed study habits and locus of control has influence on the academic achievement of students with hearing impairment. In addition gender on one hand and independent variables (such as locus of control, study habits and gender) do not significantly contributed to the academic achievement of students with hearing impairment. It was recommended that students with hearing impairment should be helped to develop good study habits and locus of control.

Keywords: Study Habits, Locus of Control, Gender, Achievement, Hearing Impairment

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Introduction

Most often, academic achievement of students with hearing impairment is a thing of concern to stakeholders in education. There are many reports showing that the academic performance of deaf children and adults often lag behind their hearing counterparts (Lang, 2003). The poor academic achievement may not necessarily be related to level of intelligence as many students with hearing impairment possess average intelligence and sometimes few of them are above average or with superior intellectual capacity. This is because most children with hearing impairment have repeatedly demonstrated the same intellectual score on non-verbal intelligence test (Ogundiran&Olaosun, 2013). The major problem of many students with hearing impairment is academic adjustment which emanate from communication barrier, lack of societal understanding and degree or severity of their hearing losses.

Hearing loss places a great barrier on the affected individuals. The barrier starts from inability to properly receive auditory signal which later culminate to communication difficulty inform of verbal expression because the world around them is a language rich environment inform of reasonable speech. The inability to speak creates partition between students with hearing impairment and their hearing counterparts, teachers and parents. This problem together with others could create academic difficulty for students with hearing impairment in regular, inclusive and integrated settings. Studies have documented a lot of reasons for students' academic achievement whether with or without disabilities. Variables like academic self-efficacy, locus of control, motivation social support, study habit, students attitudes have been linked to academic achievement among non-disable students (Alade & Kuku, 2017; Ogunmakin & Akomolafe, 2017; Abid, Kanwal, Nasir, Iqbal, 2016; Aladenusi, 2015; Cerna & Pavliushchenko, 2015; Oriakhi & Igbudu, 2015; Hassan & Khalid, 2014; Akinleke, 2012; Osa-Edo & Alutu, 2012; Crede & Kuncel, 2008; Tella, 2007). Unfortunately, few studies on reason for academic downturn of students with special needs have been carried out in order ameliorate this trend in Nigeria. The reasons could have be that stakeholders who are not special educators believed that students with hearing impairment are not capable of achieving like others because of their auditory deprivation and as such will not be affected with general factors influencing academic successes of individuals without disabilities.

It must be noted that this group of individuals are part of the society and are affected by what happens around them whether in the school or at home. According to Crede andKuncel (2008), study habit is the degree to which student engages in regular acts of studying that are characterized by appropriate studying routine occurring in an environment that is conducive to studying. This includes the management of time and resources to meet the demands of academic tasks. In a study conducted by Sulman andNaz (2012) on relationship between study habits of deaf students and their academic performance, the result revealed positive correlation between academic performance and study habit of students with deafness. In relation to the finding above, Tamilarasi andUshalayaraj (2017) noted that study habits are essential for students' academic achievement and in the acquisition of general knowledge. If good study habits are inculcated at the earlier stage of a child, he will be able to face a competitive society positively. Also, a related study by Carbonel (2013) on learning style, study habits and academic performance of college students at Kalinga-Apayo State College in Philippine. The outcome of the study revealed that study habits influence the performance of the students. Earlier studies by Davenport (1988), Stockey (1986), and Culler andHolahan (1980) on study habits and academic performance revealed strong relationship between study habits, skills, attitudes and academic performance.It therefore means that the variable presents a considerable influence on achievement of students be it hearing and hearing impaired.

Furthermore, locus of control is another important variable that affects students' academic achievement. Locus of control is a belief system regarding causes of person's experiences and factor affecting success or failure (Barzegar, 2011). Locus of control is seen as predictor of much behaviour (Dilmac, Hamarta & Arslan, 2009; Tella, Tella & Adeniyi, 2009). Locus of control structure showed distributions of internal and external locus of control and those with internal locus of control believe that their success or failure is reasons of their efforts and abilities. On the other hand, the external locus of control count successes or failures on luck or some external forces (Saricam& Duran, 2012). A study by Barzegar (2011) on the relationship between learning style, locus of control and academic achievement of Irainian Students using internal locus of control scale developed by Rotter (1966) revealed that locus of control contributed greatly to students'academic performance. Also, in another study by Knowles and Kerman (2007) investigating students' attitude and motivation toward online learning, the result revealed that students with internal locus of control tend to perform better in academic courses comparedto those with external locus of control. The above implied that children with internal locus of control are very lively with academic pursuit and likely to achieve higher compare with children with external locus of control. Others studies have also reported the contribution of locus of control to academic achievement

(Hassan & Khalid, 2014, Nejati, Abedi, Agbaci&Mohammadi, 2012; Anakwe, 2003; Biggs, 1997). Hence, locus of control whether internal or external can influence academic achievement of students whether with or without hearing impairment.

In addition, gender is among the determinantsof students' academic achievement. Different studies have been conducted to investigate the impacts of gender on academic achievement at different levels, i.e. elementary, high school, college and University on core subjects. The findings seem inconclusive.However, studies by Voyer (2014), Farooq, Chaudhury, Shafiq and Berham (2011), Gibb, Fergusson and Horwood (2008), Erdem, Şentürk and Arslan(2007), and Abu-Hola (2005) all reported that females performed better than their male counterparts and their different results were statistically significant. In line with the findings above, studies by Ushalayara, andTanilarasa (2017) on comparative study habits of male and female hearing impaired students revealed that female students with hearing impairment have better learning habits than their male counterparts. This ofcourse is an indication that female students with hearing impairment performed better than their male counterparts. On the contrary, Oluwagbohunmi (2014), Udida, Ukwayi, and Ogodo (2012), O'Neill and Sweetman (2012) and Awofala (2011) found that male students performed better than females. Interestingly, studies by Alade and Kuku (2017), Abubakar and Adegboyega (2012), Abdul-Raheem (2012), Kang'ahi, Indoshi, Okwach and Osodo(2012) and Mlambo (2011) all reported no gender based statistical significance in their different studies.

With the current concern on the academic achievement of students with hearing impairment and various indicators influencing academic performance of students as found in some studies discussed above. This study becomes imperative in view of the fact that few studies have been done locally to actually ascertain factors that will aid better performance of students with hearing impairment. This study therefore, is on study habits, locus of control and gender as determinants of academic achievement of students with hearing impairment.

Research Hypotheses

The following research hypotheses were tested in the study.

1. Study habits will not significantly influence academic achievement of students with hearing impairment.
2. Locus of control will not have significant influence on academic achievement of students with hearing impairment.
3. There will be no significant gender influence on academic achievement of students with hearing impairment.
4. There is significant joint influence of study habits, locus of control and gender on academic achievement of students with hearing impairment.

Methodology

This study adopted a descriptive survey research design because it allows the researcher to collect data regarding the opinion of the participants on a particular subject. The targeted population of this study consisted of all hearing impaired secondary school students in senior categories(SS 2 and 3) in inclusive and integrated school in Lagos and Oyo State, Nigeria. The participants were selected through multistage technique. The initial stage of the technique involved using purposive sampling. This was aimed at selecting the inclusiveand integrated schools in Lagos and Oyo State, Nigeria respectively. Lagos State has two inclusive secondary schools while Oyo State has two integrated secondary schools. The next stage involved the using simple random sampling technique to select students with hearing impairments in each of the four schools. Subsequently, students with hearing impairment in each of the four schools in SS 2 and 3 were selected as participants in the study. Table 1 shows the distribution of participants based on schools and gender.

***Table 1*: Distribution of Participants based on State, School and Gender**

State	School	Gender		Total	Total per State
		Male	*Female*		
Lagos	A	29	33	62	131
	B	34	35	69	
Oyo	C	28	29	57	127
	D	36	34	70	
	Total	127	131		258

Figures from Table 1 show that 131 participants were selected from Lagos State, which comprised 63 male and 68 female; while Oyo State had 127 participants consisting of 64 male and 63 female. Thus, the sample size consisted of 258 participants. Three research instruments were used to gather relevant data for the study. The instruments were

- Study Habit Inventory (SHI)
- English Language Achievement Test (ELAT) and
- Locus of Control Scale

The researchers adapted Bakare's (1977) Study Habit Inventory. The SHI has 25 statements, which boarder around Home Homework and Assignment, Time Allocation, Reading and Note Taking, Study Period Procedures/Test Preparation and Examinations/Test taking. The SHI has a reliability coefficient of 0.73 while the adapted instrument has a reliability coefficient of 0.76 using the test-retest reliability to test the stability. The SHI has two sections, namely, sections A and B. Section A dealt with background information of the participants such as name of school, class, sex and gender. Section B had 25 statements with the following options: *Almost Never, Less than Half of the Time, More than Half of the Time* and *Almost Always* which is represented with 1, 2, 3 and 4 respectively.

English Language Achievement Test (ELAT) was constructed and refined by the researcher to determine the achievement of participants in English Language. The ELAT has 100 multiple choice test items with options A, B, C and D. The instrument has an obtainable score of 100 with emphasis placed on several aspect of English Language as displaced in the Test Blueprint.

Table 2: Blueprint for the English Language Achievement Test

Contents	Weight	Behavioural Objectives			Total (100%)
		Knowledge (30%)	Comprehension (50%)	Application (20%)	
Grammar	20%	6	10	4	20
Comprehension	20%	6	10	4	20
Lexis and Structure	30%	9	15	6	30
Letter and Sound	30%	9	15	6	30
Total	100%	30	50	20	100

The Test Blueprint displayed in Table 2 was used to ensure the content validity of the ELAT. The items in the ELAT were developed to meet a discrimination index range from 0.4 to 0.6 and difficulty index range from 0.30 to 0.70. Test retest reliability was used to determine the stability of the instrument. The ELAT was administered twice within an interval of three weeks and the scores were collated for 30 students and Pearson's' Product Moment correlation was used to determine the correlation coefficient. The process yielded 0.81.

Locus of Control Scale (LOCS)was adapted from Rotter (1966) locus of control questionnaire. LOCS was used to assess that participants' tendency to internalize or externalize responsibility for events or circumstances in their lives. The LOCS has a reliability coefficient of 0.79, with a total score ranging

from 0 to 40. A higher score reflects external locus of control, while a lower score reflects internal locus of control.

The instruments were personally administered to the participants by the researchers in order to reduce undue errors due to extraneous variables. The researchers collected the filled instruments immediately. Data gathered were analysed using descriptive and inferential statistics. The descriptive statistics used for analyses were mean and standard deviation, while the inferential statistics used were the t-test, Analysis of Variance (ANOVA) and multiple regression analysis. The hypotheses were tested at 0.05 level of significance.

Results of the Finding

Hypothesis One: Study habits will not significantly influence academic achievement of students with hearing impairment. T-test was taken to calculate students' study habit on their academic achievement. The result of the analysis is presented in Table 3.

Table 3: T-test Analysis of students' study habit on academic achievement.

Variables	N	Mean	Std. Dev.	Df	t-cal	t-tab	Sig	Decision
Study Habit	258	80.88	6.28	257	126.56	1.97	0.000	Ho is Rejected
English Achievement Test	258	19.67	3.6					

*Significant, p< 0.05, df = 199; t-cal = 126.56; t-critical = 1.97

Data from Table 3 revealed that the mean score of 80.88 was derived for study habit, while the mean score of 19.67 was derived for English Achievement Test. The table also indicated that the t-calculated value of 126.56 resulted in the influence ofstudy habit on academic achievement. The t-calculated value of 126.56 is greater than the critical value of 1.96, at 257 degree of freedom and 0.05 level of significance. As a result, the null hypothesis was rejected and it was concluded that there is significant influence of students study habit on academic achievement.

Hypothesis Two: Locus of control will not have significant influence on academic achievement of students with hearing impairment. T-test was taken to calculate students' locus of control on their academic achievement. The result of the analysis is presented in Table 4.

Table 4: T-test Analysis of students' locus of control and academic achievement.

	N	Mean	Std. Dev.	df	t-cal	t-tab	Sig.	Decision
Locus of Control	258	21.42	2.52	257	5.76	1.96	0.000	Ho is Rejected
English Achievement Test	258	19.67	3.6					

*Significant, p< 0.05, df = 199; t-cal = 5.76; t-critical = 1.97

Data from Table 4 revealed that the mean score of 21.42 was gotten for locus of control while the mean score of 19.67 was gotten for English Achievement Test. Figures from the table also show that the t-calculated value of 5.76 is greater than the critical value of 1.96, given the degree of freedom of 257 at 0.05 level of significance. The null hypothesis was rejected. Hence, it was concluded that, there is a significant influence of students' locus of control on academic achievement of students with hearing impairment.

Hypothesis Three: There will be no significant influence of gender on academic achievement of students with hearing impairment.

Analysis of Variance (ANOVA) was taken to calculate gender on academic achievement. Gender is the independent variable while academic achievement is the dependent variable. The result of the analysis of both variables is given in table 3.

Table 5: Descriptive Statistics on Gender and Academic Achievement

	N	*Mean*	*Std. Deviation*
Male	127	19.28	3.52
Female	131	20.01	3.66
Total	258	19.67	3.60

Figures from Table 5 shows that male students had mean value of 19.28 while their female respondents had a higher mean value of 20.01. However, the male respondents had a lower standard deviation of 3.52 when compared with their female counterpart who had 3.66. To determine if there exists significant difference in the mean score, an Analysis of Variance was carried out and the result presented in Table 6.

Table 6: Analysis of Variance (ANOVA) of difference in gender on students' academic achievement.

	Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
Between Groups	26.756	1	26.756	1.519	0.152
Within Groups	4528.399	257	17.62		
Total	4555.155	258			

*Significant, $p < 0.05$; Fcal (1,198) = 3.04

The result in Table 6 reveals that a calculated F-value of 2.071 resulted as the difference in male and female academic achievement. Thus, the calculated F-value is statistically not significant since it is lesser than the critical F-value of 3.04, given 1 and 198 degrees of freedom at 0.05 level of significance. Thus, the null hypothesis was accepted. This implies that gender of student do not significantly influence their academic achievement.

Hypothesis Four: There is no significant joint effect of study habit, locus of control and gender on academic achievement of students. The Multiple Regression Analysis was employed to analyse the data. The results of the analysis are presented in Table 7, 8 and 9.

Table 7: Model Summary of Regression Analysis of study habit, locus of control and gender on English achievement test.

Model	*R*	*R Square*	*Adjusted R Square*
1	.151[a]	0.023	0.008

a. Predictors: (Constant), Locus of Control, Study Habits, Gender of Students.

Figures from Table 7 shows that R value of 0.023 per cent resulted as a measure of the quality of the prediction of the dependent variable. The coefficient of determination (that is R^2) value of 15.1 per cent resulted as the proportion of variance in the dependent variable that can be explained by the independent variables.

Table 8: Analysis of Variance (ANOVA) of Regression Model

Model		*Sum of Squares*	*df*	*Mean Square*	*F*	*Sig.*
1	Regression	58.966	3	19.655	1.525	.209[b]
	Residual	2525.589	196	12.886		
	Total	2584.555	199			

a. Dependent Variable: English Achievement Test

b. Predictors: (Constant), Locus of Control, Study Habits, Gender of Students

Figures from Table 8 show that F-ratio of 1.525 resulted as the overall regression model. The F-value of 1.525 is less than the critical value of 1.69, given 3 and 196 degrees of freedom at 0.05 level of significance. Thus, the null hypothesis was retained. This implies that locus of control,study habits and gender do not contribute significantly to the academic achievement of students in English.

Table 9: Analysis of Variance (ANOVA) of Regression Model

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	*t*	*Sig.*
		B	Std. Error	Beta		
1	(Constant)	12.578	3.888		3.236	0.001
	Gender of Students	0.551	0.531	0.076	1.038	0.301
	Study Habits	0.059	0.042	0.102	1.386	0.167
	Locus of Control	0.071	0.101	0.049	0.696	0.487

a. Dependent Variable: English Achievement Test

Figures from Table 9 shows how much the EAT varies with the Gender (0.551), Study Habit (0.059) and Locus of Control (0.071) when other variable are held constant. For each change to EAT, there is an increase in the three independent variables. This implies that Gender, Study Habit and Locus of Control has a positive effect on EAT, even though these predictors were insignificant.

Discussion

The result of hypothesis 1 in table 1 revealed thatstudy habits could influence academic achievement of students with hearing impairment. This is because the t-calculated is greater than the t-value. This findingcorroborated Sulman and Naz (2012) study on relationship between study habits of deaf students and their academic performance, the finding revealed that there was positive correlation between study habits academic performance of students with deafness. The result also is in line with Tamilarasi andUshalayaraj (2017) position that study habits are essential in students' academic achievement and acquisition of general knowledge. In addition, Alade and Kuku (2017) while using varying frequency of testing as an intervention observed that students exposed to regular frequency of testing imbibe better study habits and better academic achievement in mathematics than their counterpart tested less frequently.

The result of hypothesis 2 revealed that locus of control has significantly influence on academic achievement of students with hearing impairment. The result of the study is in line with Dalmac, Hamarta and Arslan (2009) and Tella, Tella and Adeniyi (2009) who reported that locus of control predicted academic behavior. Also, this result is in line with the study of Barzegar (2011) on relationship between learning style, locus of control and academic achievement of Iranian students. The study revealed that the locus of control contributed greatly to students' academic performance. It can then be inferred that locus of control whether internal or external exerts great influence on academic achievement of students generally.

The third hypotheses revealed that gender do not significantly differ in academic achievement. The implication of this is that genderdoes not significantly influence academic achievement of students with hearing impairment. The reason for this might be because both male and female students with hearing impairment are confronted with the same problem and also possibly because intelligence quotient is not gender sensitive. This finding corroborated studies by Alade and Kuku (2017); Kangahi, Indoshi, Okwach and Osodo (2012); Abubakar and Adegboyega (2012) and Abdul-Raheem (2012) who all reported no gender based statistical significance in their studies. Quite interesting, the result run contrary to Ushalayara and Temilarasi (2017), Oluwagbohunmi (2014), Udida, Ukwayi and Ogodo (2012) and Awofala (2011) who at different time in their studies reported gender influence on the academic achievement of their participants differently.

The result of hypothesis 4 revealed that the independent variables (locus of control, study habits and gender) do not jointly contribute to academic achievement of students with hearing impairment. However, from Table 4, it is evident that each of the independent variables relatively contributed to academic achievement of students with hearing impairment. The relative contribution of each

independent variable further corroborated the findings of studies on study habits, locus of control and gender as possible predictors of academic achievement at any level of education. This result is therefore in line with Tarnilarasi and Ushalayaraj (2017), Carabomel (2013) and Davenport (1988) who reported strong relationship between study habits and academic achievement of students, Aladenusi (2015), Dilmac, Hamarta and Arslan (2009) and Tella, Tella and Adeniyi (2009) whose finding revealed strong relationship between locus of control and academic achievement of their participants and Voyer and Voyer (2014), Farooq, Chaudhury, Shafiq and Berham (2011) Tamilarasi and Ushalayaraj (2017), Oluwagbohunmi (2014) and Awofala (2011) that reported gender implications and academic achievement of students that have investigated at different time.

Conclusion

This study examined the influence of locus of control, study habits and gender on academic achievement of students with hearing impairment. The results of this study have established that, locus of control, study habits and gender could predict academic achievement though the combination of those variables did not jointly impact on academic achievement of students with hearing impairment, nevertheless, the relative contributions of the independent variables indicated that study habits, locus of control and gender contributed to academic achievement of students with hearing impairment.

Recommendations

Therefore, it is recommended that teachers, counselors, parents and other stakeholders in the education of students with hearing impairment should help in the development of good study habits and locus of control be it internal and external locus of control to change the consistent academic achievement of students with hearing impairment in Nigeria.

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