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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 among students with hearing impairment in Lagos and Oyo States, Nigeria. Senior secondary students with hearing impairment in inclusive and integrated schools in the two states constituted the population of the study. The sample size of 258 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 three 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 that study habits and locus of control have influence on the academic achievement of students with hearing impairment. In addition, locus of control contributed mostly 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.

Key words: Study Habits, Locus of Control, Gender, Academic Achievement, Hearing Impairment.

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 children and adults often who are deaf 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 emanates 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 culminates into communication difficulty in the form of verbal expression because the world around them is a language rich environment in the form of reasonable speech. The inability to speak creates gap 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.

According to Crede and Kuncel (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 for studying. This includes the management of time and resources to meet the demands of academic tasks. In a study conducted by Sulman and Naz (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 these category of students. In relation to the finding above, Tamilarasi and Ushalayaraj (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. This submission aligns with the study conducted by Carbonel (2013) on learning style, study habits and academic performance of college

students at Kalinga-Apayo State College in Philippine. The researcher found that study habits influence the performance of the students. Earlier studies by Davenport (1988), Stockey (1986), and Culler and Holahan (1980) on study habits and academic performance revealed strong relationship between study habits, skills, attitudes and academic performance. It therefore means that study habits present 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 factors affecting success or failure (Barzegar, 2011). Locus of control is seen as a 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 believed that their success or failure is reason 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 Iranian students using internal locus of control scale developed by Rotter (1966) revealed that locus of control contributed greatly to students' academic performance. Another study by Knowles and Kerman (2007) investigated students' attitude and motivation towards online learning. The result revealed that students with internal locus of control tend to perform better in academic courses compared to 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 compared with children with external locus of control. Other 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 with or without hearing impairment.

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, 2013; 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 difficulties of students with hearing impairment may not be easily accessible as many as their hearing counterparts in Nigeria. The reasons 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 by general factors influencing academic successes of individuals without disabilities. It must be noted that this group of individuals with hearing impairment are part of the society and are affected by what happens around them whether in the school or at home.

In addition, gender is among the determinants of students' academic achievement. Different studies have been conducted to investigate the impacts of gender on academic achievement at different levels, that is, elementary, high school, college and University on core subjects. The findings seem inconclusive. However, studies by Voyer and 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 Tamilarasi and Ushalayaraj (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 of course 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 with hearing impairment 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.

Hypotheses

The following research hypotheses were tested in the study.

1. Study habits have no significant effect on academic achievement of students with hearing impairment.
2. Locus of control has no significant effect on academic achievement of students with hearing impairment.
3. There is no significant joint effect 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 secondary school students with hearing impairment in senior categories (SS 2 and 3) in inclusive and integrated schools in Lagos and Oyo State, Nigeria respectively. The two levels of classes (SS 2 and 3) were selected in the inclusive and integrated schools because they would have adequately covered the curriculum contents and would have imbibed a particular learning construct. There are 283 students with hearing impairment that constituted the targeted population across the four schools in the two states. The four schools were two integrated schools in Oyo State and two inclusive schools in Lagos States. The participants were selected through multistage sampling technique. The initial stage of the technique involved using purposive sampling. This was aimed at selecting the inclusive and integrated schools in Lagos and Oyo State, Nigeria respectively. The next stage involved the use of purposive sampling technique to select the students with hearing impairments in each of the four schools. The students with hearing impairment selected were based on their availability for the study. 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*	*Gender*		*Total*	*Total per State*
		Male	*Female*		*Male*	*Female*		
Lagos	A	32	37	69	29	33	62	131
	B	36	38	74	34	35	69	
Oyo	C	31	34	65	28	29	57	127
	D	38	37	75	36	34	70	
Total		*137*	*146*	283	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 researchers 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 aspects of English Language as displayed 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. The respondents were grouped into three based on their respective obtained scores in LOCS. The highest range of scores 26-40 reflect external locus of control, followed by 16-25 reflecting internal-external locus of control, while the lowest range of scores between 01-15 reflect 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 Findings

Hypothesis One: Study habits have no significant effect on academic achievement of students with hearing impairment. The t-test was used to calculate students' study habit on their academic achievement. The result of the analysis is presented in Table 3.

Table 3: Analysis of Students' Study Habits on Academic Achievement.

Variables	N	Mean	SD	Df	t-cal	t-tab	Sig	Decision
Study Habit	258	65.47	5.34	257	7.96	1.97	0.000	H_0 is Rejected
English Achievement Test	258	45.58	10.34					

*Significant at $p < 0.05$

Data from Table 3 revealed that the mean score of 65.47 was derived for study habit, while the mean score of 45.58 was derived for English Language Achievement Test. The table also indicated that the t-calculated value of 7.96 resulted in the influence of study habit on academic achievement. The t-calculated value of 7.96 is greater than the critical value of 1.97, 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 in English Language.

Hypothesis Two: Locus of control has no significant effect on academic achievement of students with hearing impairment. Locus of control will not have significant influence on academic achievement of students with hearing impairment. The t-test was used to calculate students' locus of control on their academic achievement. The result of the analysis is presented in Table 4.

Table 4: Analysis of Students' Locus of Control and Academic Achievement.

Groups	N	Mean	Standard Deviation
Internal LOC	46	55.37	5.82
Internal-External LOC	77	45.80	11.63
External LOC	135	42.12	8.48
Total	258	45.58	10.34

Figures from Table 4 show that learners with Internal Locus of Control had the highest mean performance of 55.37. Their counterparts Internal-External Locus of Control and External Locus of Control had mean achievements of 45.8 and 42.12 respectively. In order to

determine the significance of the group mean, the Analysis of Variance (ANOVA) was computed and the result displayed in Table 5.

Table 5: ANOVA of Students' Locus of Control and Academic Achievement

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6029.453	2	3014.727	35.880	.000
Within Groups	21425.496	255	84.022		
Total	27454.950	257			

Table 5 shows that a calculated F – value of 35.88 resulted as the influence of locus of control on academic achievement of students with hearing impairment in English Language. This calculated F – value of 35.88 is significant since it is higher than the critical F-value of 3.03 given 2 and 255 degrees of freedom at 0.05 level of significance. Consequently, the null hypothesis was rejected. Further analysis of data was done due to the significant F-value obtained as shown in Table 5. To determine the degree of academic achievement difference in the Locus of Control groups, the Fisher's Least Squares Difference (LSD) post hoc multiple comparison was carried out and the result of the analysis is presented in Table 6.

Table 6: Multiple Comparison Analysis of Students' Locus of Control and Academic Achievement

(I) Locus of Control	(J) Locus of Control	Mean Difference (I-J)	Sig.
Internal LOC	Internal-External LOC	9.58*	.000
	External LOC	13.25*	.000
Internal-External LOC	Internal LOC	-9.58*	.000
	External LOC	3.67*	.005
External LOC	Internal LOC	-13.25*	.000
	Internal-External LOC	-3.67*	.005

*. The mean difference is significant at the 0.05 level.

The analysis shows that students with hearing impairment with Internal Locus of Control have significantly higher mean achievement in English Language than those with Internal-External Locus of Control

(t = 9.58; p < 0.05). Similarly, students with hearing impairment with Internal Locus of Control have significant higher mean achievement in English Language than those with External Locus of Control (t = 13.25; p < 0.05). Besides, students with hearing impairment who possess Internal-External Locus of Control have significantly higher mean achievement in English Language than those with External Locus of Control (t = 3.67; p < 0.05).

Hypothesis Three: 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

Model	R	R Square	Adjusted R Square
1	.455[a]	.207	.198

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

Figures from Table 7 shows that R value of 45.5% resulted as a measure of the quality of the prediction of the dependent variable. The coefficient of determination (that is R^2) value of 20.7% resulted as the proportion of variance in the dependent variable (Academic Achievement) that can be explained by the independent variables (Locus of Control, Gender and Study Habits).

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

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5691.171	3	1897.057	22.140	.000[b]
	Residual	21763.779	254	85.684		
	Total	27454.950	257			

a. Dependent Variable: English Language Achievement Test

b. Predictors: (Constant), Locus of Control, Gender, Study Habit Inventory

Figures from Table 8 show that F-calculated value of 22.14 resulted as the overall regression model. The F-calculated value of 22.14 is greater than the critical value of 2.63, given 3 and 254 degrees of freedom at 0.05 level of significance. Thus, the null hypothesis was rejected. This implies that there is significant joint effect of locus of control, study habits and gender on the academic achievement of students with hearing impairment in English Language.

Table 9: Analysis of Variance (ANOVA) of Regression Model - Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	57.684	7.550		7.640	.000
	Gender	-1.029	1.153	-.050	-.893	.373
	Study Habits	.057	.108	.030	.530	.596
	Locus of Control	-6.102	.755	-.451	-8.078	.000

a. Dependent Variable: English Language Achievement Test

Figures from Table 9 shows how much the English Language Achievement Test of students with learning impairment varies with the Gender (-0.050), Study Habit (0.030) and Locus of Control (-0.451) when other variable are held constant. Gender and Locus of Control shows an inverse relationship with academic achievement students with hearing impairment in English Language. Besides, Study Habits of students with hearing impairment varies positively with their achievement in English Language. However, only Locus of Control was found to be significant with the achievement of students in English Language.

Discussion

The result of hypothesis 1 revealed that study habits could influence academic achievement of students with hearing impairment. This is because the t-calculated is greater than the t-value. This finding corroborated 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 is also in line with the position of Tamilarasi and Ushalayaraj (2017) that study habits are essential in students' academic achievement and acquisition of general knowledge. This means that for students to progress academically, good study habit must be developed. In the same vein, students with hearing impairment must be helped to develop good study habit to enable excel academically.

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 Dilmac, 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 result of hypothesis 3 revealed that the independent variables (locus of control, study habits and gender) jointly contributed to academic achievement of students with hearing impairment. However, from Table 4, it is evident that locus of control contributed significantly 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), Carbonel (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 been 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. However, locus of control contributed mostly to academic achievement of students with hearing impairment.

Recommendations

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 poor academic achievement of students with hearing impairment in Nigeria.

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