



An Investigation on Study Habits, Temperament and Academic Stress among Special need Students: a study during COVID 19

436

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Abstract

The COVID-19 pandemic has had an unprejudicial impact of all aspect of people lives. The study was to do a survey on special needs students during the COVID in regards to their Study habits, Temperament and Academic stress level. The aim of this research was to conduct a comparative study and examine the students without special needs and special needs students that is, what is the impact of Covid 19 on their study habits, temperament and academic stress. In this study the sample consists of 100 students which includes 50 children with special needs and 50 children without having special needs (normal children) who were randomly selected from the age of 14 -18years. The students selected for the survey belongs to various schools in Delhi. The questionnaires are used for data collection to identify the study habits, temperament and academic stress are "Study Habit Inventory by B.V. Patel", "DIMENSIONS OF TEMPERAMENT SCALE (DTS) by N. K. Chadha and S. Chandna" and "Academic Stress Questionnaire by Mohammad Akram, Mohd. Ilyas Khan, Sabiha Baby". Simple Percentage Analysis and z-test were used from a statistical perspective to analyze the study habits, temperament and academic stress of the students. This study shows there is a difference between study habits, temperament and academic stress of the children with special needs and children without having special needs. It is found that the covid 19 pandemic influence the study habits, temperament and academic stress of all the students. The review concludes with a summary of major research findings, as well as a consideration of future directions and implications for practice and policy.

Keywords

- ❖ Special needs Children
- ❖ Special Education Teachers
- ❖ Study Habits

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1. Introduction

The deadly and infectious disease Covid-19 has deeply affected the global economy. This tragedy has also shaken up the education sector, and this fear is likely to resonate across the education sector globally. The Covid-19 pandemic outbreak forced many schools and colleges to remain closed temporarily. Several areas are affected worldwide and there is a fear of losing this whole ongoing semester or even more in the coming future. Several other countries have implemented school closures, affecting millions of students. UNESCO supports countries in their efforts to mitigate the immediate impact of school closures, especially

on high-risk and disadvantaged communities like children with special needs, and works to facilitate the pursue education for all through Distance Learning. Every aspect of a child's environment has been affected by the outbreak and the resulting protective measures, namely isolation and social distancing. Family stress and social isolation exacerbate the emotional problems children and adolescents face. (Cam, 2021) Some experience even more abuse, disrupted education, and uncertainty about their future at key moments in their emotional development. Home confinement, a ban on outdoor activities and the indefinite closure of schools, rehabilitation facilities, educational institutions and sports associations are part of



the ban. These actions disrupt the daily lives of individuals, especially in families with school-age children. Disturbing changes in a child's activities, study habits, temperament and stress levels of the children are all affected. (Termine et. al., 2021)

According to the National Institute of Mental Health and Neurosciences (2021) children have ended up clingier, attention-seeking, and more subordinate to their guardians due to the changes in their routine. parental conflicts can increase emotional distress among children with special needs, as "space at home may not feel safe". (Murali, 2021).

The temperament of students with special needs have affected as they hold different feelings due to their personal circumstances during the COVID 19. To support their mental health, we should encourage students to learn new skills so that they can distract from all those factors which are affecting their mental health. (Syeda et.al., 2021)

Students with disabilities are also affected by other dimensions of school closures, including access to school meals and opportunities to play games and exercise with their peers. (Pandey, 2020).

Experiencing negative emotions, changes in moods, and changes in the sleeping and eating patterns of children put them at a greater risk of experiencing relapse of mental illness as well as exacerbating existing mental health issues. (Tandon, 2020). COVID 19 pandemic have been severely affected the psychological and mental wellbeing of the students with special needs. (Patel, 2020). Due to COVID 19 students with special needs faced additional barriers because of pervasive and longstanding social consequences. (Lund et. al., 2020)

Objectives

The results of the study help us to understand the study habits, temperament and the stress level of students with special needs during the

COVID 19 pandemic which can used by the special education teachers and the government to improve the quality of special needs students' life and works towards the barrier which they faced due to this pandemic.

2. Materials and Methods

This research method is a survey research method which is a descriptive research method that is one of the quantitative methods used for studying of large sample. In survey research, the researcher collects data with the help of standardized questionnaires or interviews which are administered on a sample of respondents from a population. The researcher proposes to use the Study Habit Inventory by B.V. Patel, Dimensions of Temperament Scale (DTS) by N.K Chadha and S. Chandna, Academic Stress Questionnaire by Mohammad Akram, Mohd, Illyas Khan, Sabiha Baby toolsto identify the study habits, temperament and academic stress of the students. Non probability purposive sampling was used for the selection of the sample who aged between 14 – 18 years. Students from the rural area and different age group were excluded in this study. The data was analysed using SPSS 16.0 version.

3. Hypotheses

- There will be significant difference on study habits of the students with respect to the disability of the students.
- There will be significant difference on temperament level of students with respect to the disability of the students.
- There will be significant difference on academic stress of the students with respect to the disability of the students.

4. Result and Discussion

4.1 Result

A total of 100 Students (50 Students with special needs and 50 Students without having any special needs) aged between 14 – 18 years of age were participated.

Table 1
Demography

Sample	STUDENTS	
	Children with special needs N=50	Children without special needs N=50
Age	14 -18 years	14 -18 years
Geographiclocation	Urban	Urban

438

Table 2

Population Descriptive Statistics				
	N	Mean	Std. Deviation	Variance
Age	100	3.640	1.153	1.330
Do you have any disability	100	1.500	.500	.250
Valid N (listwise)	100			

Std. Deviation and Variance use N rather than N-1 in denominators.

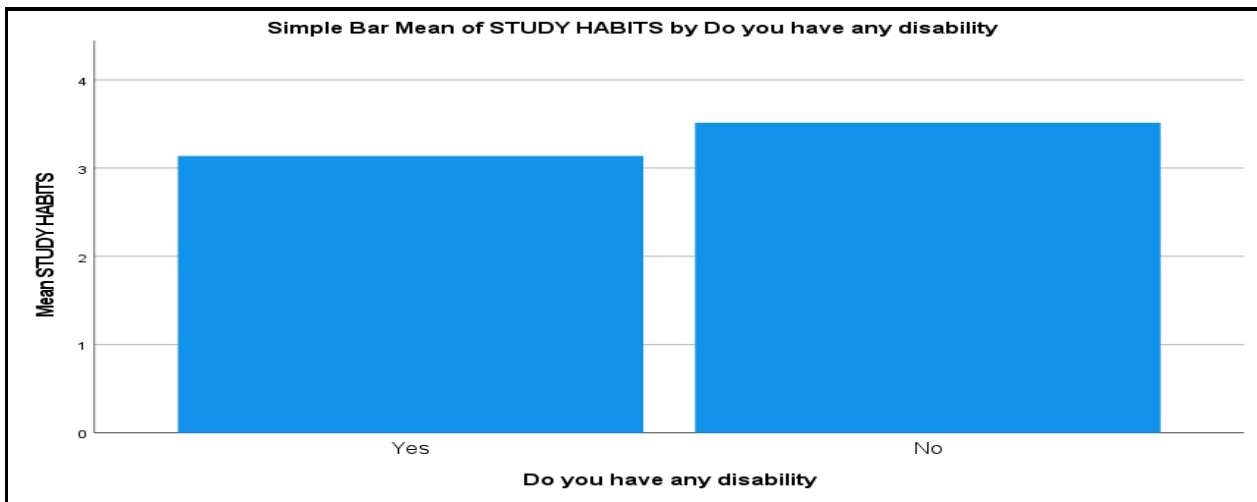
In this study, the STUDY HABITS INVENTORY by B.V Patel was used as a tool to study the Study habits of students. the t-value of study habits of the special needs students during COVID is obtained 4.188. It is more than the critical value 1.677 significant at df = 48, $\alpha = 0.05$ respectively. So, the hypothesis, "There will be significant difference on study habits of the students with respect to the disability of the students. "is rejected. It is

demonstrated that the COVID 19 produced a significant difference on the study habits of the students with special needs. There is sufficient evidence to state that children with special needs and children without special needs are having different study habits during COVID 19. Theresultsshowsthatchildren without special needs study habits are more impacted during COVID 19ascomparechildren with special needs.

Table 3

Variable	Group	No. of Cases	Mean	SD	Calculated t-value	Significance at 0.05
Study Habits	Children with special needs	50	3.137	.419	4.188	Significant difference
	Children without special needs	50	3.514	.479		





To study the Temperament level of the students DIMENSIONS OF TEMPERAMENT SCALE (DTS) by N. K. Chadha and S. Chandna. scale was used. As per the table 4 the t-value of study habits of the special needs students during COVID is obtained 7.095. It is more than the critical value 1.677 significant at $df = 48$, $\alpha = 0.05$ respectively. So, the hypothesis, "There will be significant difference on temperament level of students with respect to the disability of the students. "is rejected. It is demonstrated that the COVID 19 produced a

significant difference on the temperament level of the students with special needs. There is sufficient evidence to state that children with special needs and children without special needs are having different temperament level during COVID 19. So, it is demonstrated that the COVID 19 produced a significant difference on the temperament level of the students with special needs. The results shows that children with special needs temperament level are more impacted during COVID 19 as compare children without special needs.

Table 4

Variable	Group	No. of Cases	Mean	SD	Calculated t-value	Significance at 0.05
Temperament Level of Students	Children with special needs	50	1.49	.096	7.095	Significant difference
	Children without special needs	50	1.94	.111		

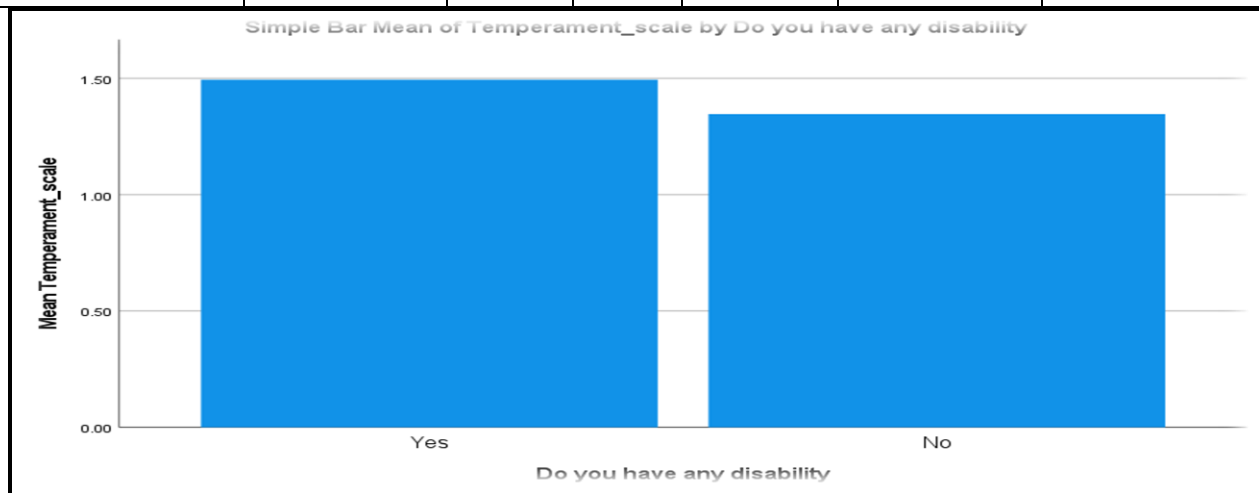


Table 5

To understand the effect on the academic stress level of the students the DIMENSIONS OF TEMPERAMENT SCALE (DTS) by N. K. Chadha and S. Chandna used based on the table 6 the t-value of study habits of the special needs students during COVID is obtained 8.114. It is more than the critical value 1.677 significant at $df = 48, \alpha = 0.05$ respectively. So, the hypothesis, "There will be significant difference on academic stress of the students

with respect to the disability "is rejected. It is demonstrated that the COVID 19 produced a significant difference on the academic stress of the students with special needs. There is sufficient evidence to state that children with special needs and children without special needs are having different level of academic stress during COVID 19. The results shows that children with special needs are more stressful during COVID 19 as compare children without special needs.

Table 5

Variable	Group	No. of Cases	Mean	SD	Calculated t-value	Significance at 0.05
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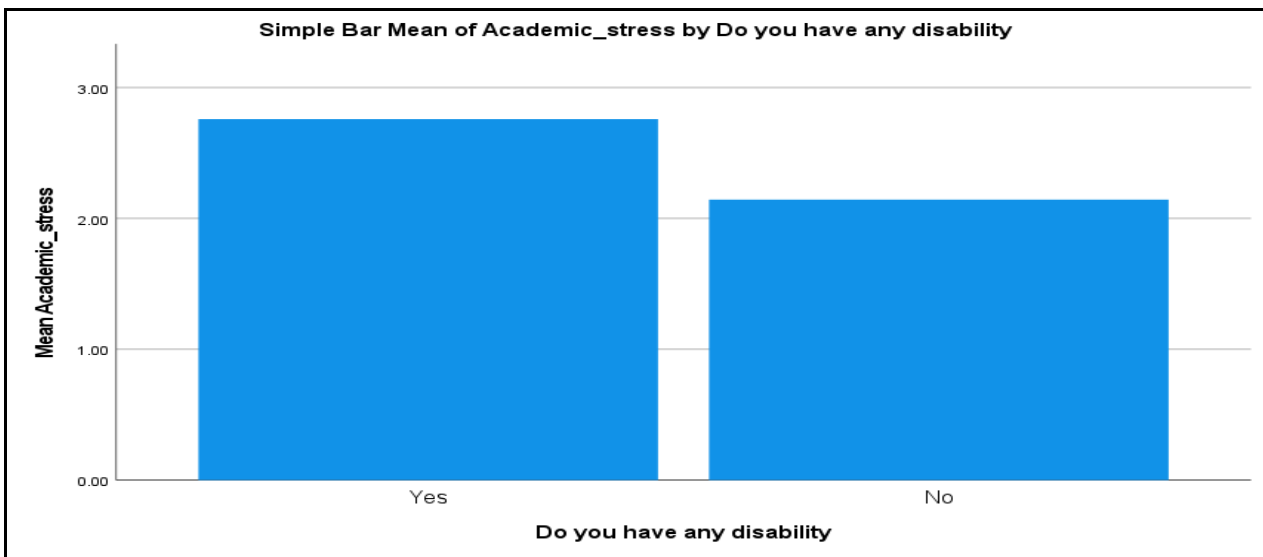


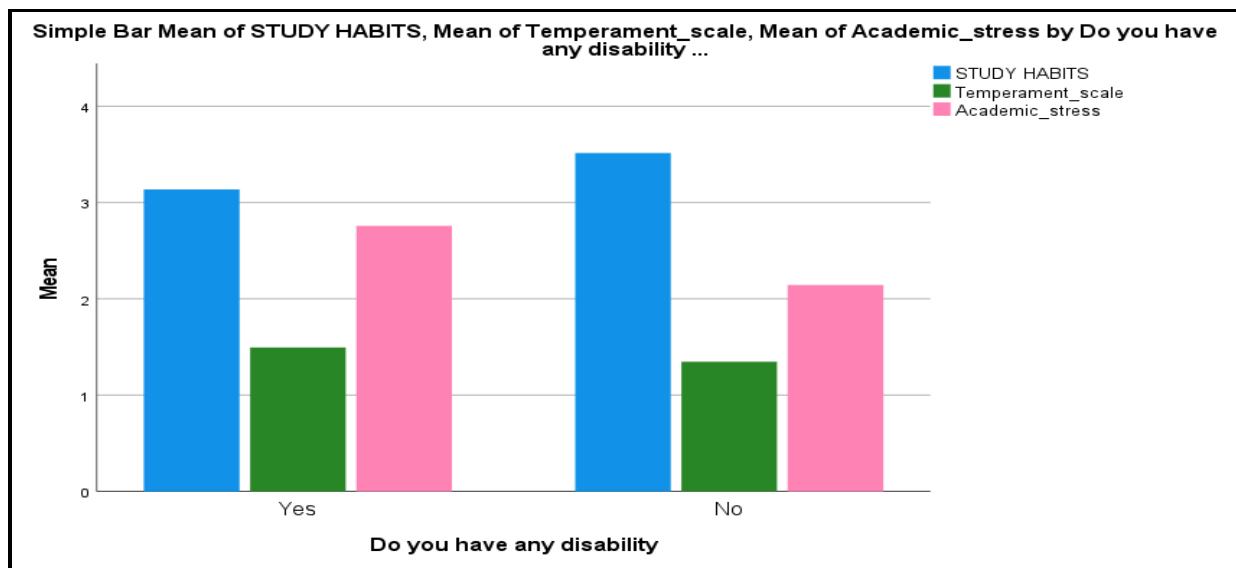
Table 6

Correlations					
		Do you have any disability	Study habits	Temperament scale	Academic stress
Do you have any disability	Pearson Correlation	1	.390**	-.583**	-.634**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	100	100	100	100
Study habits	Pearson Correlation	.390**	1	-.303**	-.335**
	Sig. (2-tailed)	<.001		.002	<.001
	N	100	100	100	100
Temperament scale	Pearson Correlation	-.583**	-.303**	1	.379**
	Sig. (2-tailed)	<.001	.002		<.001
	N	100	100	100	100
Academic stress	Pearson Correlation	-.634**	-.335**	.379**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	100	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

441

Graphical Representation of all the Variables with respect to the status of Disability



4.2 Discussions

According to the research the study habits, temperament and the academic stress level of the students with special needs shows the significant impacted as compared to the students without having any special needs. Although as per the result there is no significant impacted on the study habits of the students with special needs however COVID 19 pandemic create big impact on temperament

and the academic stress level of the students with special needs as compared to the students without having any special needs. The COVID-19 pandemic has grown from being a public health crisis to an overarching humanitarian crisis demanding strong social welfare measures to mitigate its adverse consequences. The education sector in India is one important area that has been severely affected by the lockdown and restrictions that are required to slow down the disease transmission (Sharma,



2020). Students, whether they have any special needs or students without any special needs, all faced issue related to their study habits, their level of temperament and stress level during the COVID 19. However, there is a need to focus on the legislation and policy measures in the all the areas so that to make students deals with their issues related to study habits and social and mental wellbeing. It has to be understood that the life of disabled students matters to us as a society as well as an individual. As a society we should work towards betterment of the students with special needs. Thus hypotheses related to study habit, temperament and academic stress with regard to the special need is accepted and proved here. Similar finding are also there in the review of earlier studies.

Limitations

This research requires improvements in the future in the form of improving methods and strategies so that effect on COVID 19 pandemic on the study habits, temperament and academic stress of the students with special needs can be minimized. If possible, should include students from different part of the country further accuracy. The development of this research can also be developed as a benchmark to measure the study habits, temperament and the academic stress of the students in all part of the country especially during the pandemic so the issues and problem faced by the students can be manged and solved effectively.

5. Conclusion

Students with and without having special needs faced problems related to the study habits, temperament and the academic stress level due to the lockdown when all the social activities closed and students lived inside their home only. However, those having disabilities faced many challenges in regards to academic adjustment, physical and mental wellbeing due their inability to adjust with the situation arises due to COVOD 19 pandemic. It is critical to implement on such programmes which should focus on the physical, mental, academic and emotional well-being of the students.

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