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## “A COMPARATIVE STUDY OF GENERAL AND DISABLED STUDENTS WITH RESPECT TO STUDY HABITS, CREATIVITY AND ADJUSTMENT AT UPPER PRIMARY LEVEL”

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### Abstract

This paper presents a review of literature related to a comparative study of general and disabled students with respect to study habits, creativity, and adjustment at the upper primary level. Study habits, creativity, and adjustment are three critical psychological and behavioural variables that shape how children engage with the schooling process, yet limited research has directly compared these variables between general and disabled learners, particularly at the upper primary stage. This review synthesizes Indian and international studies addressing study habits, creativity, adjustment, and inclusive education in order to identify existing patterns, methodological approaches, and gaps in the literature. The review reveals that while study habits and creativity have been extensively studied among general learners, and while adjustment has received considerable attention among students with disabilities, few studies directly compare general and disabled students on all three variables simultaneously, and fewer still have focused on the upper primary stage in the Indian context. The review thus establishes the rationale for undertaking a comparative investigation of study habits, creativity, and adjustment among general and disabled students of Classes VI to VIII in the Nagpur Division of Maharashtra, in line with the objectives of the National Education Policy 2020 for inclusive and equitable quality education.

**Keywords:** Study Habits, Creativity, Adjustment, Disabled Students, Upper Primary Level, Inclusive Education.

## 1. Introduction

Education is a fundamental right of every child, and the Right of Children to Free and Compulsory Education Act, 2009 affirms that every child must have access to schooling. While the majority of children fit within the general framework of school provision, a considerable number of children experience physical, mental, or social difficulties that place them outside conventional educational arrangements. Such children are commonly described as "children with special needs," and in India the term Divyang (differently-abled) has increasingly replaced the earlier term Viklang (disabled) to emphasize that children with bodily impairments frequently possess distinctive abilities and strengths of their own.

Three learner characteristics are of particular importance in understanding how children—whether general or disabled engage with schooling: study habits, creativity, and adjustment. Study habits refer to the learned patterns of behaviour that a student adopts while engaging with academic work; creativity denotes the intelligence, sensitivity, and imaginative capacity that enable a person to generate novel ideas and solutions; and adjustment refers to the process by which an individual accommodates to the demands of the surrounding environment. These three variables develop from early childhood and continue to shape a person's academic and social functioning throughout life. At the upper primary stage (Classes VI–VIII), when children are consolidating foundational academic skills and beginning to form a stable sense of identity, these variables acquire particular significance for general learners and for children with disabilities alike.

Despite the growth of inclusive-education policy in India including provisions under the National Education Policy 2020 for equitable and quality education for children with disabilities research directly comparing the study habits, creativity, and adjustment of general and disabled students at the upper primary level remains limited. The following review synthesizes prior research relevant to this problem, drawn from Indian and international studies, in order to establish the context, rationale, and research gap for the present investigation.

The review is organized under the following thematic heads:

1. Studies on study habits and their relationship with creativity and academic variables
2. Studies on creativity among general students and students with disabilities
3. Studies on adjustment among students with disabilities
4. Studies on inclusive education, teacher preparedness, and attitudes (Indian context)
5. Studies on access, participation, and educational outcomes of students with disabilities (international context)
6. Studies combining study habits, adjustment, and academic performance
7. Research gap and rationale for the present study

## 2. Studies on Study Habits and Their Relationship with Creativity and Related Variables

A number of studies have examined study habits as an academic-behavioural variable and its association with creativity, intelligence, personality, and academic streams among school and college students.

**Amarpali (2012)**, in a study conducted at Guru Nanak Dev University, examined academic interests and study habits of secondary school students in relation to their creativity, and found these variables to be closely interrelated students with more favourable study habits and academic interests tended to display higher creativity.

**Neeraja (2012)** investigated study habits as a function of self-perception among gifted and creative students from Arts and Science streams at Chaudhary Charan Singh University, showing that a learner's academic stream, giftedness, creativity, and self-perception are associated with the study habits they adopt.

**Premendra H. (2015)**, at the University of Allahabad, studied scientific creativity among Grade XI students in relation to intelligence, personality, and study habits, concluding that study habits form an important correlate of scientific creativity and providing empirical support for research linking habits and creativity among school students.

**Joshi, Rajesh Bala (2011)**, in a doctoral study at Maharshi Dayanand University, Rohtak, examined the effect of institutional climate on study habits, creativity, and achievement of secondary school students an especially relevant precedent, as it combines study habits and creativity within a single investigation of secondary level learners.

**Sharma (2018)** developed and validated a Study Habits Scale for secondary school students covering dimensions such as timetable management, note-taking, textbook reading, concentration, memorisation, and examination preparation. This scale construction study is methodologically useful for identifying appropriate dimensions of study habits for the present investigation.

**Mishra (2022)** studied the study habits and attitudes of 150 secondary school students in India in relation to gender, caste, parental education, occupation, and income, highlighting the socio-demographic correlates of study habits.

**Thamarasseri and Martin (2025)** examined science process skills and study habits of 300 secondary school students from Kottayam, Kerala, in relation to cognitive outcomes in biology, reaffirming the continuing relevance of study-habit research at the school level.

**Giri, Pradhan, Pradhan, and Jena (2026)**, in a recent study from Kandhamal district, Odisha, explored the study habits of Grade IX Ashram School students using a Study Habit Inventory, indicating that study-habit research continues to be extended to varied school settings, including tribal and residential schools.

**Almeria, Bernardo S. (2022)**, published in the Journal of Science and Mathematics Education in Southeast Asia, examined the effect of growth-mindset activities on the creativity, habits of mind, and mathematics performance of Grade 7 learners. Findings showed that students initially displayed low creativity and habits of mind, but improved significantly on both dimensions—along with mathematics performance after exposure to growth-mindset interventions. This study is directly relevant to the present research as it links habits of mind and creativity at the upper-primary/middle-school level.

Collectively, these studies establish that study habits are not an isolated behavioural trait but are systematically related to creativity, intelligence, personality, academic stream, socio-demographic background, and academic achievement relationships that justify examining study habits alongside creativity in the present comparative research.

### 3. Studies on Creativity Among General Students and Students with Disabilities

Creativity has received substantial research attention both as a general learner characteristic and specifically among students with disabilities, with findings generally challenging the assumption that disability necessarily limits creative potential.

**Varughese, Sosamma (2015)**, at Mahatma Gandhi University, studied creativity, achievement motivation, and academic attainment among secondary school students with learning disabilities, underlining the significance of creativity in understanding the educational development of children with learning difficulties.

**Yadav, Ruchi (2015)**, at V. B. S. Purvanchal University, examined self-regulated learning among junior high school girls with high and low creativity, showing that creativity is associated with differences in learning behaviour and self-regulation.

**Chhajer, Shailu (2013)**, at Sardar Patel University, comparatively examined creativity, adjustment, and anxiety among English- and Hindi-medium school students in Rajasthan—a study of particular relevance since it investigates creativity and adjustment together within a comparative design, closely paralleling the structure of the present research.

**Er, Jennifer E., Spies, Higgins, Brown, Morgan, and Boone (2025)**, published in the Journal of the American Academy of Special Education Professionals, compared the creative self-efficacy of third-, fourth-, and fifth-grade students with learning disabilities, general-education students, and gifted/talented students. The findings showed that students with learning disabilities and general-education students held similar perceptions of creative self-efficacy, while a significant difference emerged between students with learning disabilities and gifted students. This finding is directly relevant to the present study: it suggests that disability status alone does not necessarily depress a child's perceived creative ability relative to general peers, reinforcing the need for a direct comparative examination of creativity between general and disabled students at the upper-primary level.

**Yao, Ting, and Qin, Zhongya (2024)**, in the Cambridge Journal of Education, examined personal creativity and higher-order thinking skills through musical improvisation among college students, finding significant improvement in both creativity and thinking skills following intervention, and a strong association between creativity and musical creative self-efficacy.

**Vázquez-Martín, Ramírez-Hurtado, and Vázquez-Cano (2025)**, studying 146 Waldorf School students, examined the relationship between video-game use and creativity (assessed using the Torrance Tests of Creative Thinking), finding that students with higher creativity favoured shooting/fantasy role-play games and musical/artistic extracurricular activities, while those with lower creativity favoured puzzle games and physical exercise. This provides useful evidence on extracurricular and behavioural correlates of creativity at the middle-school age.

**Kılınçer, Özlem (2022)** examined the relationship between high-school students' interest in music and their creativity among 315 students in Turkey, finding a significant positive relationship between musical interest and creativity.

**Usher, Reznik, Bronshtein, and Kohen-Vacs (2025)**, in the Journal of Learning Analytics, studied computational creativity and computational thinking among undergraduates in robot-guided versus simulation-based learning, extending the creativity literature into technology-mediated learning environments.

**Gumus and Soysal (2026)**, in the Journal of Creative Behavior, examined the effect of mathematical satisfaction on mathematical creativity among 452 middle-school students, finding a significant positive effect of satisfaction on creativity, while gender, grade level, and mathematical self-confidence showed no significant moderating role.

Taken together, these studies indicate that creativity is a multidimensional variable shaped by academic engagement, extracurricular involvement, self efficacy, and emotional satisfaction, and importantly for the present research that disability status does not automatically translate into lower creative capacity, making a direct comparative study at the upper-primary level both feasible and worthwhile.

#### 4. Studies on Adjustment Among Students with Disabilities

Adjustment has been widely studied as an indicator of the psychological and social well-being of students with disabilities, with research consistently underlining the practical difficulties such students face in adapting to educational and social environments.

**Kumar, Anil (2018)**, at the National Centre for Disability Studies, IGNOU, examined adjustment patterns among students with specific learning disabilities, contributing useful background on the adjustment-related needs and experiences of children with learning difficulties.

**Mhaiskar Sushma (2013)**, in a study of orthopedically disabled students in Wani taluka, examined the geographical facilities required for the educational adjustment of disabled students and the difficulties they encounter, finding that nearly half of the head teachers/teachers surveyed considered the disability of such students to be only partial in nature.

**Prabhakar Rao More (2011)** conducted a critical study of the difficulties encountered in the educational progress of orthopedically disabled students, along with the government facilities available to them, concluding that the pace of educational progress among such students remains slow.

**Ali, Sana (2019)**, at Mewar University, comparatively examined emotional maturity and peer-group adjustment among college-of-education students in Hyderabad district, underlining the importance of emotional maturity for effective social adjustment.

**Pandey, Priyanka (2025)**, at Mewar University, studied self-concept and adjustment among students with learning disabilities, showing how disability-related learning difficulties are associated with a student's self-perception and adjustment.

**Kumar, Suneel (2026)**, at Banaras Hindu University, examined psychosocial correlates of psychological well-being among students with visual and mobility disabilities, emphasizing that psychosocial characteristics are central to understanding the overall adjustment and well being of disabled learners.

**Gindrich, Piotr Alfred (2021)**, published in SAGE Open, examined teachers' ratings of learning disabilities and self-reported learned helplessness among Polish junior-high-school students. Using MANOVA, the study found that students with learning disabilities reported significantly higher learned helplessness across contingency, cognition, and behavioural dimensions than non-disabled peers, demonstrating meaningful adjustment-related differences between the two groups.

**Jiang, Zhang, Govindasamy, et al. (2026)**, in Educational Studies, examined perceived stress and school adjustment among 818 Chinese boarding students, finding that stress was negatively related to adjustment, while teacher support and self-esteem played mediating and moderating roles respectively useful evidence on the psychosocial factors that shape adjustment among upper-primary/junior-high learners.

**Du, Deng, and Xie (2026)**, in the International Journal of Disability, Development and Education, examined teachers' interpersonal styles and the academic performance of students with Special Educational Needs (SEN) in Chinese inclusive schools, with school adjustment (comprising behavioural, emotional, peer, and learning dimensions) as a mediating variable. Positive teacher interpersonal styles were found to enhance both adjustment and academic performance, while negative styles had the opposite effect directly supporting the inclusion of adjustment as a key variable in research on SEN students at the upper-primary and middle school levels.

These studies collectively demonstrate that adjustment among students with disabilities is shaped by an interaction of individual (self-concept, psychosocial well-being), institutional (teacher behaviour, school climate), and structural (accessibility, government provision) factors, and that disabled students frequently show measurable adjustment difficulties relative to general peers supporting the rationale for a comparative study of adjustment at the upper primary level.

## 5. Studies on Inclusive Education, Teacher Preparedness, and Attitudes (Indian Context)

A substantial body of Indian research has examined the preparedness of teachers, the attitudes of stakeholders, and the institutional status of inclusive education for children with disabilities forming important background for understanding the educational environment in which disabled students' study habits, creativity, and adjustment develop.

**Waseem Zahra** studied the preparedness of primary school teachers for inclusive education in terms of their knowledge, using a survey method, and found that most teachers possessed only an average level of knowledge about inclusive education.

**Pathy Susantakumar** examined inclusive education practices for children with special needs at the primary level in Orissa (2000–2009), finding a clear understanding of inclusive education as an effective approach contributing to whole-school improvement.

**Biswal Kartikeshwar (2019)** studied the attitude and understanding of secondary school teachers towards inclusive education in Nayagarh district, Orissa, and found no significant difference between the attitudes of urban and rural secondary teachers.

**Surendrakumar (2018)** conducted a comparative study of study/learning habits, creativity, and adjustment among disabled students at the secondary level, finding no significant gender-based difference in the learning habits of disabled students a study whose variables (habits, creativity, adjustment) closely mirror those of the present research, though at the secondary rather than upper-primary stage, and without a general-student comparison group.

**Fernandis Amelia (2010)** critically studied inclusive education in Goa, finding that the prevalence of disability of difficult types in the state was comparatively higher than the national average.

**Upadhyay Namrata (2020)** studied the status of inclusive education in Gujarat, assessing teachers' knowledge and attitudes, and found generally positive teacher responses regarding inclusive practice.

**Kaul Pallavi (2015)** studied the status of inclusion of children with special needs at the elementary level in Delhi and NCR, finding that just over half of principals and about 61% of teachers were completely aware of the concept of inclusive education, while around one-fifth were unaware; a slight majority of principals and teachers agreed that inclusive education should be implemented at the elementary level.

**Joshi, Atin Devendrabhai (2020)** comparatively studied the attitude of special-school and inclusive-school teachers towards the inclusive education of visually impaired students, finding that attitudes varied by teachers' gender and level of teaching, with primary female and secondary male teachers in inclusive schools showing the most positive attitudes.

**Dipika B. Shah (2016)** examined the impact of inclusive education on children with special needs in selected inclusive primary schools of Uganda, finding that most schools provided basic physical facilities (classrooms, toilets, library, furniture) but lacked specialised facilities such as science laboratories.

**Kalita Mina (2013)** studied the inclusive education programme for disabled children under the Sarva Shiksha Abhiyan in Assam, finding that orthopedically impaired children formed the largest identified group of children with special needs, with a substantial proportion successfully enrolled in schools.

**Sudharshanam, G. (2012)** studied inclusive education for children with special needs in Andhra Pradesh, identifying a lack of parental awareness as the major barrier to effective inclusive education.

**Swati Pandurang Patil (2015)** studied the management of inclusive education in primary schools of Kolhapur district, identifying the types of special-needs children present in general primary schools (visual,

hearing, speech, and orthopaedic impairments, mental retardation, autism, cerebral palsy, multiple and learning disabilities) and the supportive services available to them.

This body of research demonstrates that, although inclusive-education policy and provision have expanded across Indian states, teacher awareness, parental awareness, and institutional facilities remain inconsistent, and comparative psychological research on disabled learners' study habits, creativity, and adjustment particularly at the upper primary level remains comparatively underdeveloped.

## 6. Studies on Access, Participation, and Educational Outcomes of Students with Disabilities (International Context)

International literature provides further insight into the structural, technological, and social factors shaping the educational experiences of students with disabilities.

**Gupta, Reena (2018)**, at Jamia Millia Islamia University, studied the equitable participation of students with disabilities in higher education, emphasizing that institutional support, accessibility, and an inclusive approach are essential for their effective participation.

**Chohan, Samita (2019)**, at Panjab University, studied the opportunities and challenges faced by locomotor-disabled women in Panchkula district, Haryana, contributing to an understanding of the broader social conditions affecting persons with disabilities.

**Vanidevi, P. T. (2019)**, at the University of Kerala, developed a test battery for the assessment of learning disability among Malayalam-medium students, offering a methodological resource for identifying and assessing learning disabilities in regional-language contexts.

**Ali, Mokaddesh (2023)**, at Assam University, examined attitude, interest, and self-concept in relation to learning disabilities among secondary students in Karbi Anglong district, Assam, underlining the significance of these psychological variables for the educational experience of students with learning disabilities.

**Bajaj, Lata (2022)**, at Galgotias University, assessed the effectiveness of psychosocial and educational interventions in enhancing the self-concept and self-esteem of students with learning disabilities, showing that planned interventions can strengthen self-perception and confidence.

**Wei, X. (2024)**, published in Educational Researcher, compared the relationship between Text-to-Speech (TTS) technology use and mathematics performance among students with disabilities, English Language Learners, and general education students, using data from the 2017 NAEP Grade 8 mathematics assessment. TTS use was positively associated with mathematics performance among students with disabilities and English Language Learners who received extended-time accommodation, but not among general-education students demonstrating that disability status and accommodation together shape academic performance, and offering methodological support for the present comparative design, while also indicating a research gap regarding the psychological and behavioural (rather than technological) variables of habits, creativity, and adjustment.

**Nieminen, J. H. (2023)**, in International Studies in Sociology of Education, critically reviewed 26 studies on assessment adjustments for disabled students in higher education, finding that disabled students were frequently portrayed as a threat to academic standards rather than as participants deserving equitable accommodation a finding relevant to understanding institutional attitudes that may affect disabled students' adjustment, although the study's focus on higher education leaves a gap at the school level that the present research addresses.

**Cappe, Despax, Ridremont, and Boujut (2025)**, in *Psychology in the Schools*, compared stress and burnout among French teachers of students with Autism Spectrum Disorder, ADHD, and Conduct Disorder, finding that burnout was primarily linked to perceived stress and the intensity of students' behavioural difficulties rather than to autism specifically useful for understanding how disabled students' behavioural characteristics affect their educational environment.

**Parekh, Brown, Walters, Collis, and Jacob (2025)**, in the *Canadian Journal of Higher Education*, examined the relationship between disability, access to post-secondary education, and future income, finding that students with disabilities were almost twice as likely as non-disabled peers to be unable to access post-secondary education, and that structural barriers persisted even after accounting for educational credentials demonstrating that early educational disadvantage among disabled students can have long-term consequences, reinforcing the importance of addressing their needs at the school stage.

**Miller, Amanda L. (2023)**, in the *International Journal of Qualitative Studies in Education*, qualitatively examined the schooling and literacy experiences of disabled girls of colour, highlighting how school environments both restrict and can be redesigned to support the participation and adjustment of disabled students.

**Korkmaz and Turan (2025)**, in the *Asian Journal of Distance Education*, examined the distance-education experiences of visually impaired, hearing-impaired, and physically disabled students and their teachers in Turkey, finding disability-specific patterns of advantage and difficulty (e.g., hearing-impaired students benefiting from repeatable recorded lessons but struggling during live sessions), and underlining the need for accessibility measures tailored to different disability types.

**Narayanamma, Latchireddi (2019)**, at Andhra University, studied concept development among students with visual disability, contributing to the understanding of the developmental and learning needs of visually impaired learners.

These international studies collectively show that access, technology, teacher attitudes, and institutional structures significantly shape the educational trajectories of students with disabilities, and that disability-related disadvantage if unaddressed can persist from school into higher education and employment, further reinforcing the value of early, upper-primary-level research on disabled learners' psychological and behavioural characteristics.

## 7. Studies Combining Study Habits, Adjustment, and Academic Performance

Several studies have examined study habits and adjustment jointly, or in relation to academic achievement, offering a useful theoretical model for the present research, which similarly examines multiple learner variables together.

**Hatti and Pandey (2017)** studied the relationship between study habits and adjustment (and its dimensions) among 200 male and female secondary school students, reporting a positive relationship between study habits and adjustment.

**Singh, Sohan, and Singh, Dilip Kumar (2024)**, in the *Journal of Interdisciplinary Studies in Education*, examined the impact of school adjustment and study habits on English-language achievement among senior secondary students. Although neither variable alone showed a significant correlation with achievement, their combined effect through regression analysis was statistically significant demonstrating that the joint influence of adjustment and study habits often exceeds the influence of either variable studied in isolation, a methodological insight relevant to the design of the present comparative study.

Together, these studies affirm that study habits and adjustment are conceptually and empirically interconnected, supporting the rationale for examining both variables alongside creativity within a single comparative framework for general and disabled upper-primary students.

## 8. Research Gap and Rationale for the Present Study

The reviewed literature reveals several consistent patterns:

1. Study habits have been extensively linked to creativity, intelligence, personality, and academic achievement, but largely among general secondary or college-level students, with comparatively little research at the upper primary level.
2. Creativity research shows that disability status does not necessarily reduce a child's creative potential relative to general peers, but direct comparative studies of general and disabled students' creativity particularly at the upper primary stage remain scarce, especially in the Indian context.
3. Adjustment research on students with disabilities consistently documents heightened stress, learned helplessness, and adjustment difficulty relative to non-disabled peers, but most such studies are conducted at the secondary, college, or international level rather than the upper primary stage in India.
4. A substantial body of Indian research addresses inclusive education, teacher preparedness, and institutional attitudes, but this research largely examines teachers, principals, and system-level provision rather than directly comparing the psychological and behavioural characteristics of general and disabled students themselves.
5. International research highlights how access, technology, and institutional attitudes shape disabled students' educational outcomes, but the specific combination of study habits, creativity, and adjustment examined comparatively between general and disabled students has not been addressed at the upper primary level.
6. The one directly comparable Indian study identified (Surendrakumar, 2018) examined learning habits, creativity, and adjustment among disabled students, but did so at the secondary level and without a general-student comparison group.

Given these gaps, the present study “A Comparative Study of General and Disabled Students with Respect to Study Habits, Creativity and Adjustment at Upper Primary Level” is distinctive in that it:

- Focuses specifically on the upper primary stage (Classes VI–VIII), an educational transition period that has received comparatively little attention in this line of research;
- Directly compares general and disabled students on the same three variables (study habits, creativity, and adjustment) within a single design, rather than studying disabled students, teachers, or institutions in isolation;
- Is situated within the framework of the National Education Policy 2020, examining whether disabled children are receiving opportunities for quality education comparable to their general peers;
- Is contextualised within the Nagpur Division (Nagpur, Wardha, Gondia, Bhandara, Chandrapur, and Gadchiroli districts), an area not covered by the state- and region-specific Indian studies reviewed above (which focused on Goa, Gujarat, Delhi/NCR, Assam, Andhra Pradesh, Kolhapur, Odisha, and Rajasthan).

The present research therefore builds upon, and extends, the existing literature on study habits, creativity, adjustment, and disability by offering an integrated, comparative, region-specific investigation at a developmental stage that remains underexplored.

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