



ABSTRACT

The study investigated the impact of autism on academic performance among primary five pupils in Baba Umar Primary School Azare. One objectives, one research questions, and one hypotheses were formulated to guide the study. Research design for the study was expost-facto, the population for the study were three (3) two male and one female. The

IMPACT OF AUTISM SPECTRUM DISORDER ON THE ACADEMIC PERFORMANCE OF PRIMARY FIVE PUPILS IN BABA UMAR PRIMARY SCHOOL, AZARE, KATAGUM LOCAL. GOVERNMENT BAUCHI STATE

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DOI: <https://doi.org/10.70382/tijerls.v07i8.024>

INTRODUCTION

Autism is a brain development childhood disorder characterized by impairments in social interaction, communication, restricted and repetitive behaviour, all manifesting before the age of three and continues till adulthood.(Tandon,2014). It is a brain disorder that typically affects a person's ability to communicate, form relationships with others, and respond appropriately to the environment. Some people with autism tend to be aggressive at times, making social relationships more difficulty. They are sometimes capable of breaking things, attacking others, or harming



sample technique used was purposive sampling, Data collection instrument used for the study was strengths and difficulties questionnaire (sdq) for teachers and parent of pupils with autism, and end of term examination record was used to identified the participant. The data analyses were t- test for independent sample. Based on the finding of this research it was recommended among others that That parent's level of awareness should be increased to prevent problems at home and school environment, expert should be invited to train teachers in Individualized Education Programme (IEP) in all Local Governments nation wide

Keywords: impact, autism, academic performance, primary school, pupils.

themselves. Autism has been identified as one of the five Pervasive Developmental Disorders (PDD), (World Health Organization, 2006). The other types include Asperger syndrome, Rett syndrome, childhood disintegrative disorder and pervasive developmental disorder not otherwise specified (PDD-NOS). There is increasing concern about the prevalence of autism in many parts of the world including some underdeveloped and developing societies. In Okey-Martins" (2007) review, he estimated a prevalence of one to two cases per 1,000 people for autism, and about six per 1,000 for mild autism spectrum disorder (ASD). He further found that ASD is four times more prevalent in boys than girls, and that autism knows no racial, ethnic or social boundaries. He opined that family income, life style, and educational levels do not affect the chance of autism occurrence.

In Nigeria, professional care is practically not available for autistic children in schools and homes. Teachers and parents are not aware of autism and as a result, they don't have appropriate training and skills. To reduce the effects of this disorder, children with autism need to be assisted to overcome their difficulties, and live like normal children. Autistic children lack communication, social interaction, and have short attention span. They also exhibit temper tantrums and restrictive/repetitive behaviour.

Statement of the problem

Autism is a brain disorder that is present in all races and classes of people. Literature has shown about 35 million people worldwide are known to have this



disorder. Worse still, every 20 minutes, a child is diagnosed with autism disorder, equivalent to about 30 children daily. The prevalence and other facts about autism all over the world are frightening. Current projections indicate a risk that the prevalence may be moving towards 1 in 50 in 10 years (Nwokolo, 2007). This increase is largely attributable to changes in diagnostic practices, referral patterns, availability of services, age at diagnosis and public awareness. It is a pervasive developmental disorder that impairs an individual's ability to communicate, learn and get along with others. There is a current estimate of about 190,000 children in Nigeria that have not been diagnosed and there is low level of awareness about the disorder (Nwokolo, 2007). Autism was once a rare disorder but had become so common that it is reputed as one of the fastest growing childhood disorders and the third most common developmental brain disorder. This disorder may likely decrease the academic performance of the person affected in a negative way. Despite the growing awareness and acceptance of autism spectrum disorder (ASD), individual with autism continues to face significant challenges in academic setting, leading to a substantial gap in academic achievement opportunities. The complex characteristics of autism often result in difficulties which social interactions, which can hinder learning and academic success. Furthermore, inadequate support system, lack of accommodation, and limited understanding from educators and peers can exacerbate these challenges leading to decreased academic motivation, increase anxiety and reduced overall well-being. Therefore, it is asserted to investigate and address the specific needs and barriers faced by individual with autism in academic environment to ensure equal access to quality education and opportunities for success.

Research Objectives

1. To investigate the relationship between autism spectrum disorder and academic performance

Research Questions

1. What is the relationship between autism spectrum disorder and academic performance

Hypotheses

HO 1: There is no significance relationship between autism spectrum disorder and Academic Performance



Methodology

Research Design

The research design for this study is ex-post- factor design, which is a type of design that used the already existing data. Ex-post facto design is a design where by the effect has taken place, but the study that taken place is done in actual retrospect. In this design it is clear that the variable cannot be manipulated or controlled because the events have already taken place. It is the design that used the already existing data, as a data for the study

Population of the study

The population of this study comprises of 30 pupils male and female as shown below:

Table 1: Population distribution of primary five pupils

Male	Female	Total
21	9	30

Source: School Enrolment for 2022/2023

Sample

The sample of this study is the identified pupils with autism spectrum disorder using Strengths and Difficulties Questionnaire (SDQ) developed by Robert Goodman which are three in numbers two male and one female

Sampling Techniques

The sampling technique used in this research is purposive sampling. Purposive sampling, is a sampling method where by the participant will be sampled on the basis of typicality or because they are satisfactory to the researcher's needs. (Creswell, 2002) For this research purposive is more suitable because the subjects have characteristics that are in common.

Data Collection procedure

The method of data collection for this study was a personal visit to the school authority and obtained permission to conduct the research using Strengths and Difficulties Questionnaire (SDQ) for teachers and parents of pupils with autism, was used to identify the participants out of the entire primary five pupils in the school



Data Collection Instruments

The instruments used for this study consists of second term examination result for 2022/2023 academic session and Strengths and Difficulties Questionnaire (SDQ) for identifying pupils with autism spectrum disorder for pupil aged 6-14.

Method of Data Analysis

The obtained data was used to analyzed the result using t-test for independent sample to compare the academic performance of pupils found with autism spectrum disorder and those without the disorder.

Result of hypotheses

Table 2: H₀₁: There is no significant difference between academic performance of pupils with autism and those without.

Variables	Mean	S.D	Alpha	P-Value	Decision
Pupils without autism disorder	44	15	0.05	0.026	Reject H ₀
Pupils with autism disorder	38	9			

From table 2 above, the p-value (0.026) was obtained which is less than α value (0.05). Since the p-value is less than the value, the null hypothesis which stated that there is no significant difference between academic performance of pupils with autism spectrum disorder and those without is therefore rejected. By rejecting the null hypothesis, the alternate H_a is accepted, meaning there is significant difference between the performance of pupils with autism spectrum disorder and those without behavior and considering the mean score of pupils without autism which is 44 is higher than the mean score for pupils with autism spectrum disorder which is 38.

Discussing of findings

Hypothesis one examined whether there was no significant difference between academic performance of pupils with autism spectrum disorder and those without. The result in table one shows that there was a significant difference between the academic performance of pupils with autism spectrum disorder and those without because the p-value (0.036) was obtained which is less than α value (0.05). Since the p-value is less than the α value, the null hypothesis which stated that there is no significant difference between academic performance of pupils



with autism spectrum disorder and those without is therefore rejected. By rejecting the null hypothesis, the alternate H_a is accepted.

Conclusion

Based on the result obtained from this study, it was concluded that the academic performance of primary five pupils with autism spectrum disorder was influence negatively since the mean score obtained from those without autism which is 44 is higher than those with autism which is 38 therefore is affected negatively. It is therefore; need to be given extra lesson using different strategy in order to meet their unique need academically.

The symptoms of autism include deficit in communication and social interaction. Autistics resist change in their routines, exhibit temper tantrums or self-injurious behaviour and are aggressive. These behaviours create problems for the pupils and the teachers in the teaching learning **process**.

Recommendations

1. That parent's level of awareness should be increased to prevent problems at home and school environments.
2. Expert should be invited to train teachers in Individualized Education Programme (IEP) in all Local Governments nation wide
3. Government in collaboration with the universal basic education should organize special training for primary school teachers on how to handle pupils with autism.

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