

Study Habit of B.Ed Trainee Teachers

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ABSTRACT: The study focuses on the Study Habit of B.Ed trainee teachers. To find out the differences of study habit of B.Ed trainee teachers in respect of Gender, Locality of institutions, types of institutions, different level of educational qualifications and different subject stream. The investigator has adopted the descriptive survey method of research. The sample consists of 120 student-teachers of B. Ed studying in different teachers training colleges in West Bengal.; Study Habits inventory developed by Prabhakar was implied to collect data. The study found that This shows that there is significant difference between rural and urban trainee teachers in relation to their study habit level. This shows that there is no significant difference between male and female trainee teachers in relation to their study habit level.

Keywords: Study Habits, Attitudes, B.Ed Students.

I. INTRODUCTION:

According to Dictionary of Education (2007), "study habit indicate settled tendency of practice and thought to acquire knowledge and information from the book." Study habit is auto nominally, learned behaviour pattern that enable the student to acquire how to study. A good study habit has actually developed a behaviour pattern which enables him to sit down and began working on his assignment with a minimum fuss and maximum concentration.

According to **Dhanalakshmi & Murty** Study habits means the ways of studying, whatever systematic or unsystematic, efficient or otherwise; the habits that an individual might have formed with respect to his learning activities. In the process of learning, habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners. Study Habits are the regular tendencies and practices that one depicts throughout the method of gaining data through learning. In easy terms study habits are the habits once one study. someone with poor study habits won't be able to learn properly. it's typically

believed that a student learns effective study habits in class . tutorial accomplishment and study habit of the scholar to an outsized extent culminates into shaping a private destiny. the overall belief is that students UN agency exercise smart study habits are seemingly to surpass than those with poor study habits.

II. REVIEW OF RELATED LITERATURE

Kumar & Sohi (2013) conducted associate investigation on Study Habits of Tenth Grade Students in Relation to Their educational Achievements. This study compares the study habits of male and feminine students of rural and concrete space and their educational accomplishment. Finally it's ended that the sex of scholars isn't possible to possess any major result on study habits and educational accomplishment of tenth grade students. it's conjointly found that there's terribly high and positive relationship between study habits and educational accomplishment of tenth grade students.

Siahi & Maiyo (2015) The study sought to determine the relationship between study habits and academic achievement of students. A survey design was employed in this descriptive correlation study. Quantitative method was used to analyze field data collected. Interpretation and recommendations of the findings was made accordingly as per computed Pearson's product moment coefficient of correlation. Results of this study revealed a positive relationship of 0.66 between study habits and academic achievement. The results implied that the study habits need a significant attention if we are to improve performance. There was a clear finding that the teachers and students seem not to take effort in developing good study habits.

Ebele & Olofu (2017) this study investigated the impact of study habits on secondary school students' academic performance

in the Federal Capital Territory, Abuja. The study was guided by one null hypothesis. The study adopted a descriptive survey research design as its plan. The sample of the study constituted of 1050 senior secondary school students drawn from the Federal Capital Territory, Abuja. The instrument used for data collection was questionnaire. Chisquare was used for data analysis. The finding of the study revealed that there is significant relationship between study habits and students' academic performance. It was recommended that teachers and school guidance counselors should collaboratively guide students on how to develop good study habits; thereby enhancing their academic success.

Churcher & Asiedu (2016) The study investigated the teacher teaching styles and student study habits on academic achievement in mathematics among Junior High School (JHS) students Kasena Nankana district of the Upper East Region of Ghana. Questionnaire was used to get the views of respondents. In all 250 respondents comprising Junior High schools from three students were involved in the study. It was found out that all the variables (teachers teaching styles and student Study Habit on academic achievement on mathematics) are good and even better predictors of academic achievement and performance in Junior Secondary School in Ghana. That study habit alone is a good predictor of academic achievement in Junior High Secondary school in Ghana.

Kumar (2015) This study attempts to find out perception on study habits of undergraduate students and analyze relationship between study habits and academic performance and various other factors that affects study habits. It is generally believed that a student learns effective study habits in school. So college students are generally assumed to have effective study habits, but, the environment of school and college are very different and need of effective study habits is even more at college level as compared to school. So, this paper consists of details about why effective study habits are needed at college level and effective study habits that a college student must have in order to learn and eventually score better. Also, we conducted a survey in Rajdhani College, Delhi University to analyze study habits of students.

Fanail & Lalrinngheti (2016) the study focuses on the Study Habits and Attitudes of B.Ed students. The sample of the study consisted of 50

B.Ed students studying Aizawl city, Mizoram who were randomly selected. 'Test of Study Habits and Attitudes' developed by Dr. C. P Mathur was used to determine the level of Study Habits and Attitudes of the students. T-test was used to test the level of significance of hypotheses. Result showed that there was no significant between male and female B.Ed students. The study also revealed that most of the students fall under the category of satisfactory and poor Study Habits and Attitudes.

Dhanalakshmi & Murty (2017) A study was carried out on 300 B. Ed trainees to find out the effect of study habits and academic stress of B. Ed trainees. Study Habits inventory developed by Prabhakar and Academic stress scale by Abha Rani Bisht was used to assess the study habits and academic stress of B. Ed trainees. Results revealed that there is significant impact of study habits and academic stress of B. Ed trainees. The study also found that Gender shows significant difference on Study Habits and Academic Stress of the B.Ed Trainees. Locality of Institution shows significant difference on the Study Habits and Academic Stress of the B.Ed Trainees.

Statement of the Problem

The problem for the study is titled as follows "Study Habit of B.Ed Trainee Teachers".

Objectives of the Study

The following objectives have been set in the present study;

1. To find out the differences of study habit of B.Ed trainee teachers in respect of Gender, Locality of institutions, types of institutions, different level of educational qualifications and different subject stream.

Hypotheses of the Study

The following objectives have been set in the present study;

1. There is no significant difference in the level of Study Habit in respect of the locality of the Institution.
2. There is no significant difference in the level of Study Habit in respect of the gender.
3. There is no significant difference in the level of Study Habit in respect of the types of the institutions.
4. There is no significant difference in the level of Study Habit in respect of the different level of educational qualifications.
5. There is no significant difference in the level of Study Habit in respect of the different subject stream.

Methods of the Study

The investigator has adopted the descriptive survey method of research

Sample and sampling

The sample consists of 120 student-teachers of B. Ed studying in different teachers training colleges in West Bengal. Purposive sampling technique have been used to collect the sample from the respondent.

Description of Tools

To test the hypotheses framed, the following tools have been used; Study Habits inventory developed by Prabhakar. The test consists of 30 items which has 24 favourable and 6 unfavourable items. The test- retest reliability value of the scale was 0.92.

III. DATA ANALYSIS AND INTERPRETATION:

Hypothesis No :- 1 There is no significant difference in the level of Study Habit in respect of the locality of the Institution.

	Locality	N	Mean	S.D	t
Study Habit	Rural	58	121.16	11.740	.028
	Urban	60	125.42	8.867	

Table no.1 : Inferential statistics on study habit on the basis of locality of the institutions.

From the Table :1 it is found that the obtained t test result (i.e $P=0.028 \leq 0.05$). Hence the null hypothesis is rejected. This shows that there

is significant difference between rural and urban trainee teachers in relation to their study habit level.

Hypothesis No 2:- There is no significant difference in the level of Study Habit in respect of the gender.

	Gender	N	Mean	S.D	t
Study Habit	Male	41	122.71	13.784	.638
	Female	77	123.68	8.463	

Table no.2 : Inferential statistics on study habit on the basis of the gender of the trainee teachers.

From the Table :2 it is found that the obtained t test result (i.e $P=0.638 \geq 0.05$). Hence the null hypothesis is accepted. This shows that there is no significant difference between male and

female trainee teachers in relation to their study habit level.

Hypothesis No. 3 :- There is no significant difference in the level of Study Habit in respect of the types of the institutions.

	Type of Institution	N	Mean	S.D	t
Study Habit	Govt. Aided	92	122.89	11.006	.407
	Private	26	124.85	8.785	

Table no.3 : Inferential statistics on study habit on the basis of the gender of the trainee teachers.

From the Table :3 it is found that the obtained t test result (i.e $P=0.407 \geq 0.05$). Hence the null hypothesis is accepted. This shows that there

is no significant difference between the study habit level of govt. aided and private trainee teachers

Hypothesis No. 4 :- There is no significant difference in the level of Study Habit in respect of the different level of educational qualifications.

Study Habit	Educational Qualification	N	Mean	S.D	t
	M.A/M.Sc	98	122.57	10.750	.087
	B.A/ B.Sc	20	127.00	8.867	

Table no.4 : Inferential statistics on study habit on the basis of the educational qualifications of the trainee teachers.

From the Table :4 it is found that the obtained t test result (i.e $P=0.087 \geq 0.05$). Hence the null hypothesis is accepted. This shows that there

is no significant difference between the study habit level of trainee teachers in respect of different educational qualifications.

Hypothesis No. 5 :- There is no significant difference in the level of Study Habit in respect of the different subject stream.

Study Habit	Subject Stream	N	Mean	S.D	t
	Science	27	120.93	14.014	.180
	Arts	91	124.03	9.263	

Table no.5: Inferential statistics on study habit on the basis of the subject stream of the trainee teachers.

From the Table :5 it is found that the obtained t test result (i.e $P=0.180 \geq 0.05$). Hence the null hypothesis is accepted. This shows that there is no significant difference between the study habit level of trainee teachers in respect of different subject stream.

IV. CONCLUSION:

Proper study habit make the students more academically sound. Attitude is usually tied to success therefore, to boost a student's perspective, the simplest place to begin is to bolster the fundamentals, like developing simpler study habits. Studies have verified that robust study habits go an extended means in rising however a student performs academically and once grades improve, attitudes go all along with them. Stakeholders needs to impart good study habit to achieve better.

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