

## STUDY HABITS AND ACADEMIC ACHIEVEMENT AMONG B.Ed. TRAINEES IN COLLEGES OF EDUCATION IN BENGALURU DISTRICT

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### ABSTRACT

*The aim of the present study is to find out the level of study habits and academic achievement among B.Ed. trainees in colleges of education in Bangalore district. The study belongs to a survey research. The variables used in the study are study habits, academic achievement in core papers, and the background variables include discipline (science and arts), gender (male and female) and the type of management of B.Ed. colleges (Aided and Self-Financed Colleges). The sample belongs to 10 B.Ed. colleges which included 237 B.Ed. teacher trainees. The tools used in the study were study habits Inventory standardized by MN Palsane and Anuradha Sharma (2005) and academic achievement questionnaire developed by the investigators. Study habits inventory was revalidated by the investigators. The statistical techniques such as mean, standard deviation, t-test, co-efficient of correlation were used to analyze the data. The salient findings of the study are – the level of study habits is found to be normal and academic achievement below normal among B.Ed. trainees; and there is no significant relationship between study habits and academic achievement among B.Ed. trainees.*

**Key Words:** Colleges of Education, Study habits, Academic Achievement, B.Ed. Teacher trainees.

### INTRODUCTION

Learning can be immensely gratifying, but studying usually involves hard work. The first step towards effective study habits is to face up to this reality. One need not feel guilty if one doesn't look forward to studying. Once an individual accepts the premise that studying doesn't come naturally, it should be apparent that one needs to set up an organized programme to promote adequate study. Learning how to study is really a long-term process. As one goes on studying one finds more techniques and methods that offer new information leading one on an interesting and successful direction. So, learning how to study or to develop good study habits is a lifelong process, and one should be ready to modify one's method of study according to the need of the time. The development of good study habits is the highway to the goals of an individual, whatever they are. A simple, small change in study habits makes a big difference in goal setting and organization of one's life. The success of an individual depends upon his study habits. Education is the manifestation of perfection already existing in man. The tool enabling this manifestation is study habits.

### NEED AND IMPORTANCE OF THE STUDY

In order to improve the quality of education we must develop certain innovative strategies, which will enhance the educational standards. In addition to that from trainees side there must be some important steps, which form the basis for their academic achievement. Trainees' needs, requirements, abilities, capabilities, their pattern of studying etc. have been neglected for a long time and they were forced to learn the same thing, by the same method, by the same person in the same environment. Not only is it important that teacher Educators recognize these diversities in their Trainees, but also it is desirable that they value their study habits. Otherwise, even if appropriate strategies are developed and made available to teacher educators there may be little proof of gain in the trainees. Our educational institutions should take into account basic human differences in their studying, thinking etc., to seek better means of individualized instruction for more effective studying (Arul Lawrence, 2013). Here the investigator thought that student's academic achievement and their excellence in studies depends mainly on their study habits, which is very

much influential in their learning process. Hence, the investigator has tried to explore the relationship between study habits and academic achievement of the B.Ed. Trainees.

Besides the kind of quality education offered by B.Ed. colleges, the academic achievement of B.Ed. trainees is also influenced by many factors like intelligence, personality, attitude, creative thinking ability, skills, learning styles, study habits etc. Other factors like anxiety, values etc. also influence the academic achievement of the B.Ed. trainees. The present study attempts to find out the influence of study habits on academic achievement among B.Ed. trainees studying in Colleges of Education in Bangalore District.

### **OBJECTIVES**

The objectives framed for the study are given below:

1. To measure the level of study habits among the B.Ed. trainees in colleges of education when they are classified according to gender, subject and type of institution.
2. To study the level of academic achievement in a core paper among B.Ed. trainees when they classified according to gender, subject and type of institution.
3. To study the relation between academic achievement and study habits among B.Ed. trainees.

### **VARIABLES**

In the present study the investigators have selected the following variables:

1. Study Habits
2. Academic Achievement in Core Papers of IV Semester
3. Other Background Variables
  - a. Discipline (Science and Arts)
  - b. Gender (Male and Female)
  - c. Type of Management of B.Ed. Colleges (Aided and Self-Financed)

### **HYPOTHESES**

The framed null hypotheses for the study are given below;

1. There is no significant difference in the level of study habits between male and female B.Ed. trainees.
2. There is no significant difference in the level of study habits between arts and science B.Ed. trainees.
3. There is no significant difference in the level of study habits between B.Ed. trainees studying at aided and self-financed colleges.
4. There is no significant difference in the academic achievement between male and female B.Ed. trainees.
5. There is no significant difference in the academic achievement between Arts and Science B.Ed. trainees.
6. There is no significant difference in the academic achievement between B.Ed. trainees studying at aided and self-financed colleges.
7. There is no significant relationship between study habits and academic achievement among B.Ed. trainees.

### **METHODOLOGY**

The study belongs to survey research as it is intended to find out the level of study habits and academic achievement and also their relationship among B.Ed. trainees studying in colleges of Education in Bangalore district.

### **POPULATION AND SAMPLE**

The population of the study includes teacher trainees studying in 23 B.Ed. Colleges affiliated to Bangalore City University, Bengaluru. The investigators had randomly selected 10 B.Ed. Colleges. A sample of 237 B.Ed. trainees was selected from these Colleges which includes Aided and Self-Financed Colleges.

### **RESEARCH TOOLS**

The following tools were used for the present study.

1. Study Habits Inventory standardized by MN Palsane and Anuradha Sharma (2005). The tool was revalidated by the investigators for the present study.
2. Academic achievement questionnaire was developed by the investigators.

### **STATISTICAL ANALYSIS AND INTERPRETATION OF THE DATA**

The statistical techniques such as mean, standard deviation, t-test, co-efficient of correlation were used to analyze the data.

**Table 1: Level of Study Habits and Academic Achievement among B.Ed. Trainees**

Category	N	Mean	SD
Study Habits	237	59.29	6.35
Academic Achievement	237	38.01	28.91

The above table 1 reveals that the mean value and SD value of study habits among B.Ed. trainees is 59.29 and 6.35 respectively. It reveals that level of study habits among B.Ed. trainees is seems to be normal or average. Further table 1 reveals that the mean value and SD value of academic achievement among B.Ed. trainees is 38.01 and 28.91 respectively. It reveals that level of academic achievement among B.Ed. trainees is seems to be below normal or average.

**Table 2: Significance of Study Habits among B.Ed. Trainees w.r.to Gender**

Category	N	Mean	SD	't' Value
Male	55	51.67	5.12	0.33**
Female	182	51.94	6.12	

\*\* Not significant at 0.05 level

From the above table it can be seen that the 't' value 0.33 is not significant at 0.05 level. It shows that there is no significant difference in the level of study habits between male and female B.Ed. trainees. The mean scores of female B.Ed. trainees show that they have slightly more study habits level than male B.Ed. trainees.

**Table 3: Significance of Academic Achievement among B.Ed. Trainees w.r.to Gender**

Category	N	Mean	SD	't' Value
Male	55	50.56	19.60	1.80**
Female	182	53.67	19.71	

\*\* Not significant at 0.05 level

From the above table it can be seen that the 't' value 1.80 is not significance at 0.05 level. It shows that there is no significant difference in the academic achievement between male and female B. Ed trainees. The mean scores of female B.Ed. trainees shows that they have little edge over male B.Ed. trainees in reference to academic achievement.

**Table 4: Significance of Study Habits among B.Ed. Trainees w.r.to Nature of Subject**

Category	N	mean	SD	't' value
Arts	141	50.70	4.46	3.23**
Science	96	53.28	6.93	

\*\* Not significant at 0.05 level

From the above table it can be seen that the 't' value 3.23 is not significant at 0.05 level. It shows that there is no significant difference in the level of study habits between arts and science B.Ed. trainees. The mean scores of science B.Ed. trainees show that they have slightly better studyhabits than arts B.Ed. trainees

**Table 5: Significance of Academic Achievement among B.Ed. Trainees w.r.to Subject**

Category	N	Mean	SD	't' value
Arts	141	51.30	19.37	0.99**
Science	96	53.01	20.01	

\*\* Not significant at 0.05 level

From the above table it can be seen that the 't' value 0.99 is not significant at 0.05 level. It shows that there is no significant difference in the academic achievement between arts and science B.Ed. trainees. The mean scores of science B.Ed. trainees shows that they have little edge over arts B.Ed. trainees in reference to academic achievement.

**Table 6: Significance of Study habits among B.Ed. trainees studying in Aided and Self-Financed B.Ed. Colleges**

Category	N	Mean	SD	't' value
Aided B.Ed. college	115	53.21	5.77	4.69**
Self-financed B.Ed. college	122	56.15	3.57	

\*\* Not significant at 0.05 level

From the above table it can be seen that the 't' value 4.69 is not significant at 0.05 level. It shows that there is no significant difference in the level of study habits between trainees belonging to aided and self-financed B.Ed. colleges. The mean scores of trainees from self-financed B.Ed. college shows that they have slightly better study habits than trainees from aided B.Ed. colleges.

**Table 7: Significance of Academic Achievement among B.Ed. trainees studying in Aided and Self-Financed Colleges**

Category	N	mean	SD	't' value
Aided B.Ed. college	115	56.56	3.74	0.66**
Self-financed B.Ed. college	122	57.75	4.28	

\*\* Not significant at 0.05 level

From the above table it can be seen that the 't' value 0.66 is not significant at 0.05 level. It shows that there is no significant difference in the level of academic achievement between B.Ed. trainees belonging to aided and self-financed B.Ed. colleges. The high mean score of B.Ed. trainees from self-financed B.Ed. colleges shows that they have more academic achievement than B.Ed. trainees from aided B.Ed. colleges.

**Table 8: Significant Relationship between Academic Achievement and different level of Study Habits among B.Ed. trainees**

Category	High Level	Moderate	Low Level
Academic achievement	0.217**	0.050**	0.010**

From the above table it can be seen that 'r' values 0.217, -0.050, and -0.010 are not significant at 0.05 level. This means that there is no significance relationship between levels of study habits and academic achievement among B.Ed. trainees.

### FINDINGS OF THE STUDY

Findings drawn from the above analysis are given below:

1. The level of study habits is found to be normal among B.Ed. trainees.
2. The level of academic achievement among B.Ed. trainees is found to be below normal or average.
3. There is no significant difference in the level of study habits between male and female B.Ed. trainees.
4. Male and female B.Ed. trainees have similar level of academic achievement.
5. Arts and Science B.Ed. trainees have similar level of study habits.
6. The level of academic achievement is found to be similar among arts and science B.Ed. trainees.
7. Trainees from aided and self-financed B.Ed. colleges have similar level of study habits.
8. There is a similar level of academic achievement among trainees from aided and self-financed B.Ed. colleges.
9. The relationship between study habits and academic achievement among B.Ed. trainees is not significant.

### EDUCATIONAL IMPLICATIONS

The educational implications drawn out of the findings are given below:

1. The B.Ed. colleges can have study habits development programmes that help the B.Ed. trainees to inculcate good study habits.
2. B.Ed. colleges can organize extracurricular activities at regular interval.
3. The principal and teachers can organize interaction sessions for B.Ed. trainees at regular interval to understand and manage their study habits.
4. Group guidance should be organized in B.Ed. colleges by professional counsellors in order to create awareness on how Trainees can develop effective study habits which could lead to good academic achievement in core papers.
5. A well-equipped library should be maintained in all colleges of education in Bangalore district. This can motivates trainees to regularly utilize the library resources and thus, inculcating in them good study habits.

6. Parents and guardians of B.Ed. trainees should encourage their children to set up schedules for study and they should give them enough time to study at home.
7. The teacher educators can teach the trainees on how to take important notes during every lesson. By so doing, the trainees can be helped to develop good habits of note taking and this could lead to good academic performance in their studies.
8. Experts can be invited to give talk on how to develop effective notes taking and time management skills. This would have to facilitate effective study habits among trainees.
9. B.Ed. colleges and teacher educators should ensure a supportive and nonjudgmental environment in the classroom, which can enable teacher trainees to engage more with studies leading to better academic environment.

## CONCLUSION

Education plays a very significant role in the progress and welfare of the society. It is the process by which the human resources are transformed and made use for them development. In this context, the academic achievement of the B.Ed. trainees forms the basis for selection and differentiation. Even the quality of education can be ascertained from the academic achievement of the B.Ed. trainees. The present study examined the relationship between study habits and academic achievement among B.Ed. teacher trainees. The study habits and academic achievement among B.Ed. trainees is found to have no significant relationship.

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