



Correlation Between Study Habits and Academic Achievement of B.Ed. Student-Teachers

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ABSTRACT

An investigation was made to find out whether there is any significant correlation between study habits and academic achievement of B.Ed. student-teachers. In the present study, random sampling technique was adopted to select a sample of 300 B.Ed. student-teachers in Ramanathapuram Educational district, and Study Habits Rating Scale which was developed and standardized by M.N. Palsane Sadhna Sharma was used to collect data. The result revealed that there is no significant correlation between study habits and academic achievement of male B.Ed. student-teachers and there is significant correlation between study habits and academic achievement of female B.Ed. student-teachers.

KEYWORDS

Study Habits, Academic Achievement, B.Ed. student-teachers

INTRODUCTION

Study habits are very important part of the learning process. Good study habits are all about keeping to a daily routine and giving all subjects equal treatment. Hard work and good study habits are assets that should be nurtured among students. Good study habits are important for all students to protect investments of time and money and to achieve educational goals.

STUDY HABITS

Good study habits include many different skills: time management, self-discipline, concentration, memorization, organization, and effort. The key to becoming an effective student is learning how to study smarter, not harder. Good study habits are essential to educational success. The vast majority of successful students achieve their success by developing and applying effective study habits.

Significance of the Study

Students use different approaches when face with the learning tasks and problems. The way in which the students approach the learning tasks and the behaviour in learning situation determine their study habits. It is pointed out that the study habits of an individual has relation to factors such as attitude towards subject, attention towards the task, learning experiences, physical facilities and learning environment.

Academic achievement is hinged on a number of factors. These factors could be related to the teacher, the family, the school and the pupil. One of the major factors is the learner's study habits. As it also contributes towards academic achievement, it was decided to study about the different study habits of B.Ed. student-teachers. Hence the investigator ventures to investigate in to this issue.

Statement of the Problem

"Correlation Between Study Habits and Academic Achievement of B.Ed. student-teachers".

Definition of the Terms

Study Habits

"Study habits are designed in line which includes concentration, not taking, time budgeting and study techniques" - Smith.

Academic Achievement

Academic achievement means the extent to which the learner has learnt in the subject over a period of study.

A measure of knowledge gained in formal education usually indicated by test scores, grade point averages and degrees.

B.Ed. Students

A Bachelor of Education (B.Ed.) is an undergraduate academic degree which qualifies the graduate as a teacher in schools.

Objectives

- To find the significance of correlation between study habits and academic achievement of male B.Ed. student-teachers.
- To find the significance of correlation between study habits and academic achievement of female B.Ed. student-teachers.

Hypotheses of the study

There is no significant correlation between study habits and academic achievement of male B.Ed. student-teachers.

There is no significant correlation between study habits and academic achievement of female B.Ed. student-teachers.

Method Adopted For the Present Study

To investigate and to determine the status of a present phenomenon the survey method is the best. The phenomenon being studied is "Correlation between Study Habits and Academic Achievement of B.Ed. student-teachers". In this research the investigator has selected the survey method.

Population of the study

"Population is a group of individual that have one or more characteristics in common, that are of interest to the research".

-John.W.Best

The population selected for this study was B.Ed. students of Ramanathapuram district.

Sample of the study

In the present study, the investigator adopted random sampling technique. The sample consisted of 300 B.Ed. student-teachers of 10 colleges in Ramanathapuram.

Tools used in the study

The investigator used Study Habits Rating Scale which was developed and standardized by M.N.Palsane Sadhna Sharma, for collecting data from B.Ed. student-teachers.

Dimensions of Study Habits

- Home environment and planning work
- Reading and note taking
- Planning of subjects

- Habit of concentration
- Preparation of examination
- General habits and attitudes
- College environment

Statistics Techniques Used

Mean, Standard deviation, ‘t’ test and Product Moment Correlation were the statistical techniques used.

DATA ANALYSIS

HYPOTHESIS: 1

There is no significant correlation between study habits and academic achievement of male B.Ed. student-teachers.

Table 1

Gen-der	Study Habits ΣX	Aca- demic Achieve- ment ΣY	ΣX^2	ΣY^2	ΣXY	Corre- lation Co-effi- cient	Signifi- cance of correla- tion co - efficient
Male	739	18244	3535	1954760	77922	-0.003	Not signif- icant

It is inferred that the table value 0.113 is greater than the calculated correlation co-efficient -0.003. Therefore, there is no significant correlation between study habits and academic achievement of male B.Ed. student-teachers.

HYPOTHESIS: 2

There is no significant correlation between study habits and academic achievement of female B.Ed. student-teachers.

Table 2

Gen-der	Study Habits ΣX	Aca- demic Achieve- ment ΣY	ΣX^2	ΣY^2	ΣXY	Corre- lation Co-effi- cient	Signifi- cance of correlation co - effi- cient
female	547	13141	2673	1377365	56981	0.161	significant

It is inferred that the table value 0.113 is less than the calculated correlation co-efficient 0.161. Therefore, there is significant correlation between study habits and academic achievement of female B.Ed. student-teachers.

Discussion

In the present study, there is a strong relationship between study habits and academic achievement for female B.Ed. student-teachers. This may be due to the fact that female B.Ed. student-teachers have a systematic scheme of study habits which enable them to achieve a greater extent in the field of education.

RECOMMENDATIONS

Students can be encouraged for group discussion, learning with the peer group to develop healthy study habits.

Students should be trained to form right study habits.

Students must put forth their best in the actual worth of learning and must make the study by habituation.

Students should be facilitated maximum learning with minimum strain in less time.

Orientation toward effective study habits should be given to the students.

CONCLUSION

Studying is a skill. Being successful in studies requires a high level of study skills. Students must first learn these skills, practice them and develop effective study habits in order to be successful. Becoming aware of the study habits will help the students to understand why they sometimes get frustrated with common study methods. It is the need of the hour that students must be provided opportunities for developing good study habits right from the early years of schooling.

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