



An Assessment of the Study Habits among B.Ed. College students

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Abstract: *Study habit is a process of exercising and approaching towards regularity of study based on individual attitudes and interest. It is one of the greatest learning factors that hugely influence students' academic achievements. The purpose of the study is to examine the study habit of student-teachers. The present study is delimited to Paschim Medinipur district only. The Descriptive Survey research method was employed for the study. The population consisted of student-teachers of Paschim Medinipur district from which the sample of 136 student-teachers was drawn using purposive sampling technique. Study Habit Inventory (SHI)- by M. Mukhopadhyay and D. N. Sansanwal (1983) was used for primary data collection. Secondary data were collected by following different books, journals and internet sources. The major findings of the study indicate that study habits among the student-teachers were poor and there is significant difference in the study habits among the students teachers in respect of their socio demographic information.*

Keywords: *Study Habits, Student Teachers, Academic Achievement etc.*

Introduction: A lack of intelligence isn't the only reason many pupils struggle in the classroom. Even among kids who are intrinsically gifted, bad study habits may lead to subpar academic achievement. What we call "study habits" is really just a sequence of actions that students do while trying to get good grades. Personality is shown via pupils' study habits. Attitudes, personality features, degrees of ambition, the materials to be learned, and the methods of instruction all have a role in shaping students' study habits. (Aggarwal, 2009). Teachers should make an effort to help their pupils acquire appropriate study habits. Such routines provide them with the greatest tools for a secure and fulfilling life. Skills like self-discipline and time management are only a few components of effective study habits. Study attitude, study skill, learning technique, study habits, and study methods are all used interchangeably and in various contexts. Reference, reading, listening, study habits, and study tactics are all part of effective study abilities. Organising when, where, and how much you study increases your learning. According to Crow & Crow (1956), a positive attitude, being in good physical health, and having balanced emotions are essential characteristics that impact study habits.

Regular and repetitive actions that students do to complete the job of learning are known as study habits. These actions might include reading, taking notes, and hosting study groups. (Choudhary 2013) Whether or if students benefit from their study habits determines whether they are successful. Good study habits allow students to better comprehend course material and have a more pleasant and productive educational experience overall. Regular and repetitive actions that students do to complete the job of learning include reading, taking notes, and organising study groups. (Chauhan, 2012) Whether or if study habits benefit pupils

is a good indicator of how successful they are. It is the wish of every parent and educator that their children develop a love of reading and a strong study habit, as both traits are foundational to academic success.

Need for the Study: When it comes to improving one's academic performance, study habits are crucial. Maintaining a regular schedule and allocating sufficient time to each topic are the cornerstones of productive study habits. Students' study habits are crucial and will continue to be a game-changer when it comes to achieving successful learning outcomes. Actually, a crucial trait of all people who are "being educated and are educated" is the study habits. Students need good study habits not just to do well in school, but also to make the most of their free time. This is why the researcher thinks this study is so important right now.

Objectives: The present study has been carried out with the following objectives-

- ✓ To assess the study habits of the B.Ed College students of Paschim Medinipur district of West Bengal.
- ✓ To find out the difference of study habits among the B.Ed college students in respect of their gender, locality and type of college.

Hypothesis:

- B.Ed. college students have poor study habits.
- There will be significant difference between male and female students in respect of their study habits.
- There will be significant difference between rural and urban students in respect of their study habits.
- There will be significant difference between Govt. and Pvt.College students in respect of their study habits

Method: To fulfill the objectives of the study the researcher has followed the descriptive survey method in the present study.

Population and Sample: Population of the present study consisted of the B.Ed students of Paschim Medinipur district of West Bengal. Out of the existing population the researcher has selected a sample of 136 students by following the purposive sampling method.

Tools: Study Habit Inventory (SHI)- by M. Mukhopadhyay and D. N. Sansanwal (1983) was used for primary data collection. Comprehension, Concentration, Task Orientation, Interaction, and Recording were the five groups into which the inventory items were divided. There are 35 things in all, including both positive and negative comments, in the inventory. Out of the total number of utterances, 17 are positive and 18 are negative. A score of 4, 3, 2, 1, or 0 was assigned to positive items, whereas a score of 0, 1, 2, 3, or 4 was assigned to negative items. The inventory has a maximum score of 140 and a minimum value of 0.

Statistical Techniques: Collected data were analyzed by applying both descriptive statistics and inferential statistics in the SPSS software.

Data Analysis and Interpretation:

Distribution of Respondents

Group	Sub Group	N
Gender	Male	44

	Female	92
Locality	Rural	66
	Urban	70
Type of College	Govt. College	60
	Pvt. College	76

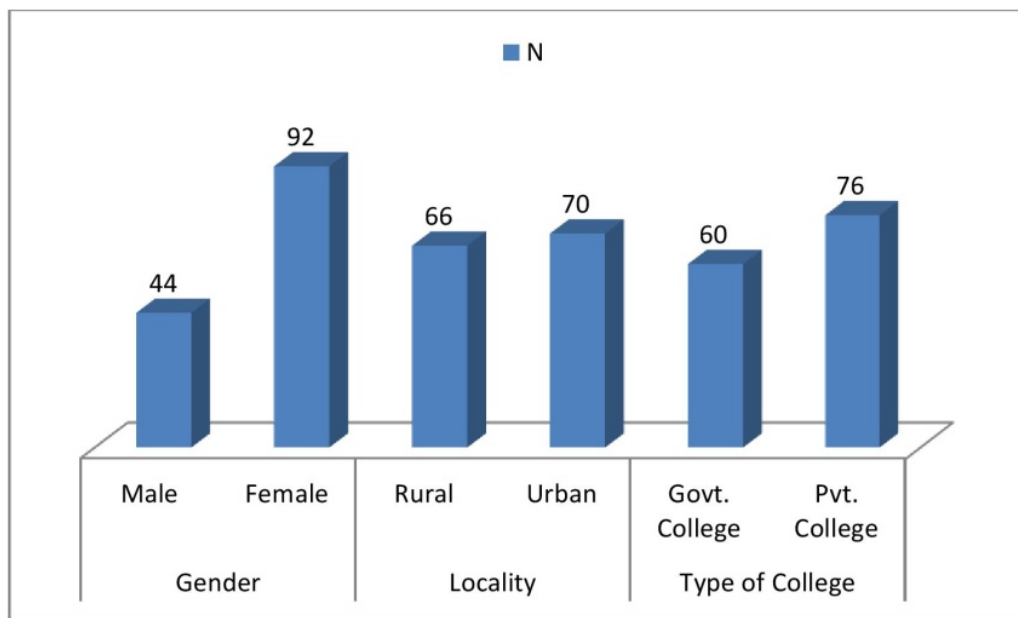


Fig. showing the distribution of respondents.

Table 1-Descriptive Statistics of the Study Habits among B.Ed college Students

Parameters	Values
N	136
Minimum	22
Maximum	136
Range	114
Mean	76.5
Median	78
SD	29.47
SEM	2.52
Skewness	-0.05
Kurtosis	2.03

To assess the study habits among the B.Ed college students descriptive statistics have been used. From the table above it is clear that the mean value is 76.5 with the minimum value of 22 and the maximum value of 136 in the range 114. The obtained SD is 29.47 and the Standard Error Means is 2.52. It also shows that the skewness value is -0.05 and the kurtosis value is 2.03. We can see in the table that the mean value is higher than the mid point of the inventory score. Therefore it can be stated that the B.Ed college students have good study habits.

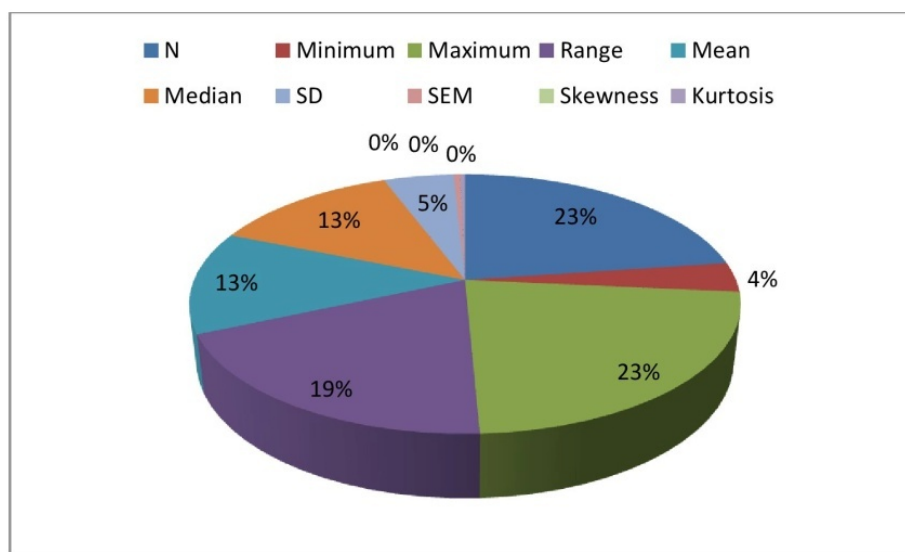


Fig. showing the descriptive statistics of the study habits among B.Ed college students.

Table 2-Difference of Study Habits between Male and Female students.

Group	N	Mean	SD	SEM	df	t
Male	44	75.36	29.84	4.04	134	0.17
Female	92	78.24	28.36	2.95		

To find out the difference of study habits between male and female B.Ed college students t test has been applied. From the table above we can see that the mean score of the study habits of the male students is 75.36 and the sd value is 29.84. On the other hand the mean score of the study habits of the female students is 78.24 and the sd is 28.36. The calculated t value is 0.17 which is much less than the table value 1.96 at 0.05 level of significance. Therefore the formulated hypothesis “ There will be significant difference between male and female students in respect of their study habits” is accepted. It is clearly proved that the male students differ from their female counterparts in respect of their study habits.

Table 3-Difference of Study Habits between Rural and Urban students

Group	N	Mean	SD	SEM	df	t
Rural	66	77.42	28.24	3.47	134	0.25
Urban	70	78.65	28.56	3.41		

To find out the difference of study habits between rural and urban B.Ed college students t test has been applied. From the table above we can see that the mean score of the study habits of the rural students is 77.42 and the sd value is 28.24. On the other hand the mean score of the study habits of the urban students is 78.65 and the sd is 28.56. The calculated t value is 0.25 which is much less than the table value 1.96 at 0.05 level of significance. Therefore the formulated hypothesis “There will be significant difference between rural and

urban students in respect of their study habits” is accepted. It is clearly proved that the rural students differ from their urban counterparts in respect of their study habits.

Table 4-Difference of Study Habits between Govt. and Pvt. B.Ed college students

Group	N	Mean	SD	SEM	df	t
Govt. College	60	79.12	28.14	3.63	134	0.68
Pvt. College	76	75.65	30.22	3.46		

To find out the difference of study habits between Govt. and Pvt. B.Ed college students t test has been applied. From the table above we can see that the mean score of the study habits of the Govt. college students is 79.12 and the sd value is 28.14. On the other hand the mean score of the study habits of the Pvt. college students is 75.65 and the sd is 30.22. The calculated t value is 0.68 which is much less than the table value 1.96 at 0.05 level of significance. Therefore the formulated hypothesis “There will be significant difference between Govt. and Pvt.College students in respect of their study habits” is accepted. It is clearly proved that the Govt. college students differ from their Pvt. College counterparts in respect of their study habits.

Findings:

- ❖ The B.Ed college students have good study habits
- ❖ The male students differ from their female counterparts in respect of their study habits
- ❖ There is significant difference between rural and urban students in respect of their study habits
- ❖ The Govt. college students differ from their Pvt. College counterparts in respect of their study habits

Educational Implications:

- ✓ The colleges of education should take necessary step to develop the Study Habits of B.Ed. students.
- ✓ Teacher educators should train the B.Ed. students to measure their own level and their student’s level of Study Habits by appropriate inventories.
- ✓ Provide awareness and pave the way to maximize good Study Habits.

Conclusion:

Present study is very important for us in this 21st century in the field of education. From this study, the researcher found that study habits of the female students are comparatively higher than that of the male students and also found that study habits of the rural students are comparatively lower than that of the urban students. To conclude it can be said that A good study habit is very important for good academic performance.

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